

School Activities



Flag Raising Ceremony, Seton High School, Cincinnati, Ohio



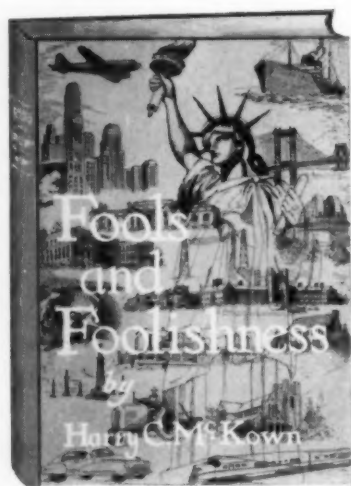
French Folk Festival, Lebanon Catholic High School, Lebanon, Pennsylvania

Fools and Foolishness

By

HARRY C. MCKOWN

(Illustrated by Margaret Whittemore)



This is a book of information and inspiration—one that will dispel illusions, shatter worn-out traditions, destroy prejudices, and awaken in the reader a dynamic urge to abandon the crowd, to accept the philosophy and adopt the ways of great men and women of history whose contributions to modern progress once labeled them “fools” and their efforts “foolishness.”

After reading this book, you will agree with the author that
NO INTELLIGENT PERSON EVER LAUGHS AT A NEW IDEA.

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*Did you know
that, according to
old-time evaluations,*

the airplane was “a physical impossibility?”

the bathtub was “a useless vanity and an undemocratic luxury”?

coffee was “a barbarian beverage”?

the telegraph was “an impractical idea”?

jazz caused “drunkenness, insanity, paralysis, and premature old age”?

standard time was “impractical, silly, and Godless”?

Canada was “only a few acres of snow”?

iron plows “poisoned the ground”?

potatoes were “fit only for pigs to eat”?

the phonograph was “a great hindrance to musical education”?

advocates of women’s rights were “unsexed females”?

rayon was “a transient fad”?

Stephen Foster’s tunes “persecuted the nerves of deeply musical persons”?

the steam engine was “not worth a farthing”?

women were “not physically fit to drive cars”?

the typewriter was “a novelty with no future”?

riding on trains “superinduces brain disease”?

the baseball curve was “only an optical illusion”?

softball was “a game for old ladies and cripples”?

public schools were “Godless schools”?

Edison’s light bulb was “merely an electric doodad”?

typing would “cause the female constitution to break down”?

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School Activities

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As the Editor Sees It

Just a few more days of school. But time enough to emphasize again to your students that those undergraduates who because of employment do not return to school next fall will be making a terribly poor investment, both for themselves and for their country. Wasting material never represents either patriotism or ordinary common sense—and neither does wasting, that is, not developing, personal abilities.

And while we are on this subject of investment, a graduation program should reflect in a non-sermonic way by some competent individual the idea that the education which the graduates have received represents a community investment in each and every one of them. It is now their individual responsibility to insure that the expense of these twelve years of free schooling shall represent a good investment. If it does not, the community has thrown away the money which it spent on their education.

And while we are on this subject of graduation, let us stress again that it concerns education and that such topics as war, religion, politics, history, music, and what not, except where they tie in with education, are out of place on this important program.

The National Honor Society, the National Junior Honor Society, the National Athletic Scholarship Society, and the U.S. Victory Corps, fine organizations which should be in every eligible school, were not intended to become substitutes for the student council—and they cannot become substitutes for it. Nor should they be allowed to assume any of the council's authority or prerogatives. They, like clubs, committees, and other school organizations and activities should be under the council, not alongside or over it.

Many and many a school will organize and conduct a simulative political campaign next fall at the time of the presidential election. It is not too early to begin to plan for such an event.

Undoubtedly, some of your students will be leaving for the armed forces during the

coming summer, so why not plan a special non-funereal program for them, or at least a section of a program? It may be a long time before you see some of them again.

"The issue of church and state, long dormant in American life, is coming to the fore again." So runs the first sentence of Vivian T. Thayer's "Religion and the Public Schools" in the April number of *Harpers*. Because your school is now concerned, or will be concerned, you should read this article. It is built around facts, not froth, and is based upon evidence, not dogmatic assertions. It discusses types of approaches, experiences, legislative enactments, and court decisions. It is practical and constructive. You will be required to develop a proper attitude or policy and this article will help you. Frankly, it is about the best we have read on this subject.

If your school is sponsoring or giving heavy support to a Victory Garden project, ask that accurate records be kept. These will come in handy when the final report is made, and also be something definite to talk about and be proud of next fall. Too, remember that the purpose of such a project is not merely to raise a supply of vegetables, but to raise a supply of vegetables educationally.

Now is the time to evaluate the year's extra-curricular program. It has had high spots and low spots. The teachers and the students always make these appraisals informally but usually they are not very helpful the following year—when they are most important—because they are not put into permanent form. Writing them down will (1) capitalize on the freshness of the ideas, (2) insure that they are carefully made, and (3) give a good basis for improvement to those who will be responsible for these activities next year. This last point is vital because the personnel of both the student body and the faculty changes fast these days.

Well, so long. A happy and profitable vacation. We'll be seeing you in September.

Becoming Superior to Community Discouragements

SOON after this World War got under way, it was evident that various dislocations were affecting youth, especially the very young. Long before adults began to realize that young girls particularly were increasingly becoming a problem, parents and civic leaders through local programs began having many discussions concerning the problems of youth. They expressed the futility of curfews, stricter regulations, laws, and the general stressing of "don'ts." They confessed that youth and adults were strangers to each other when it came to matters of understanding, and that something quite gigantic stood between daughter and mother, son and father, pupil and teacher. This something appeared to be a mountain of such size that no one or no group could surmount it. Adults had feelings of guilt in that they felt that parents, teachers, and civic leaders alike had failed as guardians or counselors to youth's needs and interests. They acted somewhat hopelessly and despondently about how to help or even where to begin. And in desperation they turned to youth and said, "What would you have us do?" From then on, adult thinking was less about delinquency and more about positive programs to help the youth grow in a wholesome way.

"If we told you adults what we want, perhaps you would not listen or understand," hesitatingly spoke youth in a respectful but meaningful tone. On one such occasion a community counselor suggested that the adults listen to the young people very carefully and follow through on some of youth's thinking and wishing. The adults did listen for a long time. Because of their continued attentive silence youth took courage to speak again, and to discuss frankly with these adults their feelings, interests, and needs.

"We say you adults do not listen. You do not understand. When the library was being planned it would have been nice for us to have had some periodicals and books; we wanted a reading room of our own. But the library was designed and used by the club women alone, who thought they needed to know more and more about Milton or Rodin or Freud or Steuben. A gray haired woman kept watch over the books, and the place was as deadly silent as a funeral home. The local paper reported that it had more cultural volumes in it than any library of its size in the state." And then youth defiantly added, "But the paper didn't tell all the story and the citizens 'spoofed' themselves into believing that it is a good library and that it is run beautifully for everybody."

"We could tell you other similar stories about the play areas, the churches, and the night clubs that you adults sponsor too." Then the adults broke their silence with a confession: "Let bygones be bygones, we understand now and we

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want the boys and girls to help think and plan anew." It was as though the adults had been forced to bail out and as they came down to earth they looked about but found no recreational clubs for youth, no place of business open to them; no youths busy serving their community; no church rooms filled with youth; no youths sawing, hammering, and painting for fun; no adults to whom youth was confiding; and no outsider visiting and stimulating the citizens. Somehow they felt that youth held the secret to some of these problems and that youth could help. They wanted youth's cooperation.

When at last the adults were down to earth, thinking and reasoning, they felt differently; their attitudes had changed. They were doing less talking, more thinking; less criticizing, more reasoning; less planning on paper and more carrying out of "root action" in reality; less dominating of youth and more cooperating with them. As planning groups began to function, the citizen's civic laziness, his fears, and his indifference toward young people began to be understood. Moreover, this citizen began to get insight into his own problems as well as youth's. He found youth ready to handle any difficulty, and youth began to feel that, after all, perhaps they could expect intelligent action on the part of an adult citizen. Gradually the citizens with such changed attitudes pooled their understandings.

As these adults and youth discussed community problems together, they also played together. From the joint experiences, certain problems were revealed about which youth apparently felt very keenly. It was as though they brought from their unconsciousness certain long hidden feelings, and the expression of their attitudes gave them certain release and drive. The following excerpt taken from their discussions indicates certain of their feelings.

"Some of you are afraid to let us have a recreational group because you fear we will dance, others of you fear we will learn ways of playing together that might not be desirable if we ever inaugurate a physical education program, and still others of you fear that we will include Latin-American young people. You would rather sacrifice the groups' welfare than to solve your old problems."

"There are no places available in which youth can have a good time—no gymnasium, no community center, no church or civic room of any kind. No place to meet means no place to play, unless youth resorts to a commercial spot. Even if we had a gymnasium, we would rather have a

place of our own. Playing at school means playing under discipline. We will be suppressed, we cannot make our own plans."

"Why do parents, teachers, ministers, and businessmen think they have a right to tell us what we ought to do? Some of these people do not even have children and they are objecting strenuously to wholesome fun for other people's children."

"We can have fun even if there are not enough boys. The girls seem to take care of themselves. It's our worry, isn't it? Sure it's all right for the twelve-year-olds to come if they want to. We don't mind. They don't bother us. We do not mind our parents playing with us either if only they would refrain from telling us what to do."

During the discussion hours, youth's attitudes were becoming known and understood, but much understanding also resulted from the joint recreational hours. During a community story hour, in which many stories of local interest, adventure and fun were told by citizens who were, perhaps, too prone to rely on their historic past for prestige, there came a lag indicating that the grown-ups had about exhausted their supply of stories. The floor was his who could carry on. A youth arose and after a few embarrassed words said, "When we were school kids, we visited some of these places you have talked about tonight. We wrote themes about them, but we wrote our stories just like you have told them because no one would let us tell them differently. You did not tell about those men who were buried in the cement in the dam. I never see the dam that I don't think of the men who gave their lives to build it. And you repeated old Jonas' stories which easily could match O'Henry's short stories, but you didn't say Jonas died in poverty and without enough to bury himself."

From the joint experiences of adults and youth came mutual benefits. As has been indicated, youth found a way to give expression to his ideas and wishes. He felt that a more democratic way was being discovered to consider community projects that concerned youth, and that the adults' liking for "territorialism" was being replaced by a real desire for cooperative community planning. Through these experiences youth discovered he could untie the apron strings without tearing them to pieces and at the same time maintain the cooperation of the adult. He did not mind facing any negative situation in which an adult attempted to deter or prevent a wholesome program for youth.

The citizen began to develop certain insights into the problem as a whole. For the first time he began to be concerned with himself as a potential community leader. He began to give thought to his group contacts. He refused to be blocked or discouraged by objectors. He is now examining and studying every obstacle. He makes plans; counsels with others. He arms himself with strategy to out-think and out-plan local bosses, conservatives, and, occasionally, a sadist. He finds others, especially youth, ready to work untiringly to improve life and living in a community. Having selected an objective to work

toward and having the assurance that youth can be depended upon, the citizen's leader with insight into community problems is becoming superior to community discouragement.

So far this story of how both adults and youth have become superior to community discouragement is really a story about what youth has observed concerning adults, how adults have got insight into youth's problems and thinking. Now let's see how both have found a way out. Through cooperative thinking, planning, and working, all concerned are discovering ways to make life more interesting, and in serving their community they discover that living is more vital.

In one rural area in which the citizens have had similar experiences to those described above, three counties have organized into a regional project. Many small towns and villages therein are thinking through their local programs in cooperation with a community counselor. As the local leaders develop, the responsibility of sponsoring a particular problem or program gets under way. The initial growth of a plan depends largely upon the leader's ability to stimulate the community's interest and to get action.

Some of the activities that these community groups seem to be interested in as desirable community projects to sponsor, and that they are working on today, are well worth hearing about. For one thing, they have become interested in the development of wholesome recreation and opportunities for creative and cultural experiences for young people. In addition to having "big-muscle" fun on swims, skating, possum hunts, hayrides, and game nights, these youths are singing together, seeing beautiful motion pictures, and broadening their social horizon generally. From these they are not only having fun, but the quality of their fun is improving. The adults in one community have organized their own recreation program and are so busy sponsoring their own fun, that they have little time to interfere with youth's planning. Through summer workshop experiences, youth will participate in certain programs planned for developing creativeness.

The local committees are becoming more conscious of the need for good reading. A library committee is working on the problem of how to make good books available. In the meantime, several interesting books, such as "George Washington Carver," and "The Plowman's Folly," are being handed from one adult reader to another. As adults grow to enjoy worthwhile reading, it will be easier for the community to furnish youth with books. Schools are working to increase or create library services and to find books particularly interesting to youth.

Several school administrators are thinking in terms of helping youth to understand himself in terms of what he is fitted to do vocationally. In one community a planning group hopes to create more opportunities for helping the community to become self-sufficient, so that it will not have to be dependent on a nearby city. In thinking of youth's needs and the needs of their community together, satisfactory planning is resulting. The

(Continued on page 306)

Airworld Club Organization

TYPES OF ORGANIZATION

An airworld club, like other successful clubs, will place major responsibilities for the club's programs and other activities upon the pupils. It should have an appropriate constitution and by-laws. Its legislation should be conducted according to accepted parliamentary rules. Its business affairs should be subject to control and audit by the school principal or his official representatives.

Airworld clubs, especially on the high school level, may wish to effect an organization similar to the air corps, commercial air lines, or the airplane industrial corporation. Members of clubs may be interested in earning ranks as cadet fliers, junior spotters, junior pilots, junior navigators, junior meteorologists, junior ground mechanics, junior radio operators, junior aviation nurses, etc. Officers of the clubs may be designated by the titles of officials of the organization which they imitate.

Club programs should probably never be completely standardized. The emphasis of the program of a club of a particular grade level should be determined, in part, by the experiences secured in lower grades and by the policy of reserving for clubs in higher grades such information and activities as are better suited for additional maturity and experience.

In intermediate grades airworld club programs may well correlate with social studies. Imaginary airplane trips to various parts of the nation and of the world may be made. A study of air-routes, climatic and weather conditions, topography, and distances may be vitalized when associated with air travel. The dress, customs, and activities of people in various parts of the world arouse vivid interest when it is realized that one might visit them in person by plane in one, two, or three days. The use of the "top-of-the-world" for air routes renders the acquirement of a correct concept of global geography easy.

Boys in sixth and seventh grades have found air-world clubs absorbing. Interest in learning to identify various types of planes by their appearances and equipment seems to be almost universal with boys of that age. The sponsor of such a club at the Monger School of Elkhart, Indiana, reported that all but two of the sixth grade boys were interested. Boys of that age may also learn about the principal parts of different type planes. Many of them are surprisingly successful in building models of different types of planes. Some even design and make models that fly with propellers driven by rubber bands or tiny gasoline engines. Successful model-airplane racing contests have been held with prizes for greatest distance or longest flight time awarded.

In the high school many types of airworld clubs or special divisions of the airworld club are appropriate. One form of organization recommended is a single club which would be organized, discontinued, and reorganized on a "short-course"

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basis. The topic for the ensuing period would be announced throughout the school and those desiring to attend during that period would join. Periods might be six, ten, fifteen, or any other appropriate number of weeks suitable for the acquiring of the information and other experiences involved.

SUGGESTED SECTION OR CLUB NAMES AND TOPICS

In large high schools several airworld clubs may need to be in operation continuously. In small high schools one club with different sections or organized on a topic-period basis may be better suited.

The following topics or names are suggestive:

1. Ground School Club

Includes experiences with such topics as: (a) stresses on the aircraft structure, (b) scientific principles underlying lift, (c) propellers, (d) stability, (e) aircraft engine construction, (f) use and care of parachutes, etc.

2. Meteorology Club

Includes study of such topics as: (a) importance of weather to flying, (b) weather service available to pilots, (c) air pressures—barometers and altimeters, (d) humidity, wind, ceiling, and precipitation, (e) weather maps and symbols, (f) icing conditions, (g) air masses, etc.

3. Air Navigators Club

Stresses the essentials of air navigation and dead reckoning. Includes such topics as: (a) interpretation of maps and charts, (b) the earth types of projections, measurement of distances and distortion, (c) measurement of courses and bearings, (d) construction and operation of the magnetic compass, (e) dead reckoning, (f) simulated flight problems, etc.

4. Air Law Club

May include consideration of such topics as: (a) need for air regulations, (b) Civil Aeronautics Act of 1938, (c) aircraft registration and certification, (d) pilot regulations and legal restrictions, (e) air traffic and flight rules, (f) control airports, control zones, etc.

5. Glider Club

May provide actual experience in constructing and operating gliders—or motorless planes. National Glider Association formed in 1929. Permits intensive study of design and of air currents. Suitable for older boys and girls with experience only. Most clubs should purchase gliders in order to reduce accident risk. Only advanced students should attempt construction.

6. Flying Club

Youth is the age for flying. Military author-

ities are rejecting flying cadet candidates over twenty-six years of age. They accept boys for flying instruction at eighteen. Older boys and girls in high school will want to learn to fly. The schools should provide such an opportunity in all communities where flying fields are established.

7. Airworld Citizens Club

As junior citizens of the airworld of tomorrow many high school boys and girls would enjoy a club giving informal consideration of the living problems which the new era creates. Social, economic, political, recreational, geographical and travel programs should be fascinating. Our youth will readily realize that they should not and will not wish to ignore these new world neighbors that have been brought "next door" by the airplane. Club meeting programs cross-sectioning world information and varied in type would probably accomplish general understanding more satisfactorily than would a formally-organized credit course.

8. Plane Identification Club

Some high school students who have not previously had the opportunity would enjoy the activities of such a club.

9. Model Plane Club

Interest in copying designs and building model planes is not confined to boys of pre-adolescent age. Many post-adolescent boys and some girls will enjoy making models of various type planes.

EQUIPMENT FOR CLUBS

Almost all schools have some industrial arts and science equipment which may be made available to airworld clubs at times arranged. Globes should be available in almost every classroom of a progressive school.

Mr. Bruce Uthus, Educational Director, Civil Aeronautics Administration is authority for the statement that arrangements have been made with the army and the navy whereby planes, plane parts, engines, engine parts, flight instruments and the like that are rated as non-operative are released to the schools for instructional purposes, classroom demonstration and laboratory use.¹

Does the community have equipment which may be utilized by airworld clubs? High schools of the nineteenth century were almost completely unrelated to community life. They gave little instruction and almost no services concerned directly with community living activities. During the twentieth century the American high school has been gradually emerging from the "cloister." Its extra-curricular program and, to an increasing extent, its curricular work and school services are dealing with realities of life as it is lived by people of this age. In the airworld of the future the school must be an integral and closely related part of the community. There are 3,000 civilian

airports now in existence in the United States. It is expected that 3,600 more will be established. Arrangements can and should be made for airworld clubs to have access, under supervision, to airports.

The equipment of the community's airports can and should be made available to the youth of the community. It is the youth of today who will fly in the future. Civil aeronautics officials appreciate this fact and will have selfish as well as unselfish interests in assisting in the preparation of airworld club members for living successfully in an airworld. Explanations of operation activities of the airport can be made to club groups. Demonstrations of airport and flying equipment may be arranged. Regulations may be discussed. Pupils of appropriate ages may be taken up by licensed pilots for experiences as air passengers and for observation of plane operation. Advanced students may be afforded flying instruction.

CLUB SOURCES OF REFERENCE

Increasingly excellent references for airworld club members are becoming available. Space limitations of this article make it seem desirable to present selected references and sponsor aids rather than to attempt to list all which have values for specific purposes.

Special appreciation should be made of the valuable Pre-Flight Aeronautics Course and reference list developed for high schools by the Civil Aeronautics Administration. Sponsors of airworld clubs in high schools not giving curricular instruction in the Science of Aeronautics will undoubtedly want to procure the outline of "A Pre-Flight Aeronautics Course for Secondary School Teachers." It contains lists of specific references for the major phases of aviation education that are especially appropriate for high school clubs. A "Source Book on Aviation Education" is being prepared by the Civil Aeronautics Administration to be available for distribution by July, 1944. It seems that every school should secure a copy of this sourcebook and use it as a basis for building up the airworld section of its library.

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¹School administrators interested in securing such equipment for their schools should write to Mr. Bruce Uthus, Educational Director, Civil Aeronautics Administration, Washington, D. C. for specific information concerning procedures to follow.

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Shields, Bert A.: "Air Pilot Training," McGraw-Hill Publishing Company, New York, 1942, price \$3.50.

Shields, Bert A.: "Principles of Aircraft Engines," McGraw-Hill Publishing Company, New York, 1942, price \$1.88.

Vetter, Ernest G.: "Visibility Unlimited," William Morrow and Company, Inc., New York, 1942, price \$3.50.

Weems, Philip V.H.: "Air Navigation," 3rd ed., McGraw-Hill Publishing Co., New York, 1943, price \$3.50.

Wenstrom, W. H.: "Weather and the Ocean of Air," Houghton-Mifflin Co., Boston, 1942, price \$4.50.

Winter, W. J.: "The Model Aircraft Handbook," Crowell Publishing Company, New York, 1941, price \$2.00.

VISUAL AIDS

What artificial aid is as good as reality? The club may go to see an airport and see its structure and arrangement. Air pilots, navigators, nurses, and mechanics can often be invited to appear before the club and incidentally serve as living visual illustrations. Planes and plane parts may be secured free from the Federal Government.

Globes should be available in every modern school. Aeronautical charts of the Des Moines Area have been prepared for educational purposes by the Coast and Geodetic Survey, Washington, D.C. Five duplicate charts are printed on one sheet—price \$.25. Ginn and Company, Chicago, publish an Aeronautical Study Chart by Lois Brown and K. V. Jackman—price \$.40.

Very valuable visual aids have been developed by the Jam Handy Organization, 2821 East Grand Boulevard, Detroit, in the form of film strips. The series of film strips is entitled the "Pilot Training Course." It is based upon the official ground school material of the Civilian Pilot Training Program and checked and approved by the Civilian Pilot Training Service of the Civil Aeronautics Administration.

KIT I

1. Men and Wings

Mythology of flight and early attempts leading to the first successful flight.

2. Today's Wings

The development of aviation from World

- War I to the present.
3. Aircraft Regulation
Need for centralized regulation types, classes and limitations of aircraft certificates. Aircraft logs and records.
 4. The Pilot
Responsibility of the pilot, his ratings and limitations.
 5. Traffic
General air traffic. Right of way. Minimum altitudes for flight. Weather minimums. Flight on airways.
 6. Radio and Control
The use of radio and other means of controlling the flow of traffic around airports.

KIT II

1. Lift and Drag
Pressures on an airfoil. Airfoil characteristics.
2. Wing Forces
Lift, weight, thrust and drag acting on the airplane. Balance control surfaces.
3. Stability
Static and dynamic stability. Lateral longitudinal and directional stability.
4. Plane Performance
Effects of power loading and wing loading. Load factor control. Structure of the plane for dynamic loads.
5. Check and Double Check
Check points, cotter, keys, safety wires. Checking the airplane for safety operation.
6. The Airplane Engine
Elementary principles of the four stroke cycle internal combustion engine. The cylinder, piston, crankshaft. Valve timing.
7. Fuel and Feed
Principles of carburation. Carburetors. Fuel injection. Fuel feed systems.
8. Airplane Ignition
Principles of ignition. Ignition timing plus the lubrication system.
9. Engine Instruments
Principles of operation. What to look for.
10. Parachutes
Construction, care, and use.

KIT III

1. The Air Ocean
The atmosphere. The meteorological elements. Meteorological instruments.
2. Air Masses
The formation of high and low pressure areas. Wind directions. Precipitation.
3. Weather
Clouds. Storms. Basic forecasting. The weather map. Weather reports. The importance of weather to the pilot.
4. Air Pilotage
The face of the earth. Maps and charts. Pilotage.
5. Dead Reckoning
True course measurement. Variation, deviation, drift. Plotting the complete course. Use of formulas.
6. Airway Aids

Government navigational aids. Beacons, markers, ranges.

7. Flight Instruments
Principles of operation. Correction and use.
8. Pilot Problems
Practical examples of navigation problems and how to solve them. Review of formulas.

Program committees of airworld clubs should investigate the possibilities of procuring aviation moving picture films from visual aid departments and service centers of state universities or other local film service centers. Club members can develop "cut-out" posters from magazines that publish pictures of various types of planes and aerial pictures.

Magazines

More magazines are being published concerning aviation than in any other one field of interest. Interesting and suitable magazines are invaluable aids to the sponsor of airworld clubs. The school library should subscribe for several such publications. Attention should be given to securing variety of emphasis when subscribing. The total assortment obtained should provide balance of information rather than duplicating content. Individual club members may supplement the school's regular library supply of aviation magazines.

It is fortunate that the results of an impersonal research study of popularity of air publications, judged according to frequency of reading by high school pupils, are available. The study was made by Laura Martin, Associate Professor of Library Science, University of Kentucky, and is mimeographed and distributed by School Libraries Association, 520 N. Michigan Ave., Chicago. Among the three most used aviation magazines, "Flying" was first; "Aviation" was second; "Aero Digest" was third.

The following are recommended for favorable consideration by school libraries and airworld clubs when deciding upon the placement of subscriptions.

Flying

Popular approach. Well balanced. Accounts of pilot's experiences. Descriptions. Monthly. Ziff-Davis Publishing Company, 540 N. Michigan Ave., Chicago, subscription, \$3.00.

Aviation

The oldest American Aeronautics magazine. Authentic. Helpful to sponsors. Older and experienced students like it because of its descriptions of fundamentals and information concerning mechanical operation of types of planes. Tells who makes what, why, and how. Monthly. McGraw-Hill Publishing Company, 330 W. 42nd St., New York. Subscription \$3.00.

Aero Digest

Stresses aviation engineering. Bulky. Boys like advertisements. Includes information concerning plywood, synthetic rubber and other manufacturing materials. Aviation news. Monthly. Aeronautical Digest Publishing Company,

(Continued on page 316)

News We Don't Print

INTRODUCTION

Reviving Robert Burns quote, "O wad some Power the giftie gie us to see oursels as ithers see us," the East High School of Waterloo, Iowa, presented a laugh-rousing skit called "The News We Don't Print." This comedy attempted to form an impression in fellow students to motivate their actions as they would want themselves to appear in a printed paper. By exaggerated mocking of familiar incidents through and about the halls of East High, the play directly served the purpose of ironing out otherwise untouchable rough spots.

* * * *

(Narrator comes slowly on stage. The curtain opens. He is about to talk, walks around edge of the curtain. The scene—a desk with paper dolls hanging from the side, paper thrown promiscuously, and the editor cutting diligently away.)

N: What's wrong with you?

Ed: Oh, phooey! (*banging fist on desk*) I can't find anything to write about in my editorial column this week. Every word I'd like to write for the paper would have to be censored and I'm sure the students wouldn't like to read it, either.

N: What do you want to write?

Ed: What I'd like to write about would make the students want to tar and feather me. Then, too, I must keep the reputation of the school in mind. You see, many adults and hosts of schools throughout the country read our stories. We don't want them to think we're a bunch of ghouls.

N: What's so ghoulish about an editorial on our bad habits?

Ed: Nothing! Only you've got to keep it out of the papers. That's one of our family skeletons we just hide behind closed doors. Some of the things I see happening! You can't even write about them! (*Breaks down entirely.*)

N: Well, that's too bad—maybe I can help you. (*Walks back to the front of the stage as curtain closes.*) Possibly you think the news that's not printed shouldn't even be mentioned, but that's what we're going to bring you—a few of the facts, though slightly exaggerated, which you would not be proud to see published. These are occurrences which are common at East but are still a discredit to the school. The first scene opens on a study hall student, busily occupied on improving the surrounding scenery.

SCENE I—A student sits in the study hall reading slowly, feet sprawled out on the desk in front of him, closes book, puts chin on hand and sings merrily. Calmly withdraws a huge butcher knife and carves his initials on the desk, chips piling up beneath him. (*Curtain*)

N: Perhaps this budding artist does not realize that he is defacing school property. It's nice to know all the senior classes from 1927 on, but at

GAIL MELICK

Journalism Student
East Waterloo High School
Waterloo, Iowa

the rate we're going, we'll have to carve them on the floor soon, and we can't do that because then they wouldn't be half as much fun to slide on. The next episode is any time between classes or before and after school. The place, the halls of our fair building.

SCENE II—Groups of students recrossing stage, stopping to talk. Three or four sitting on the floor studying.

GIRL 1: Who's got number 53 on the identification list?

GIRL 2: I'll trade you for Spanish translation.

GIRL 3: O.K. Whose geometry is this? Gimme back my English. (*They proceed to remark and study and exchange papers. Unnoticed they pile them up and lay them around or wad them and throw them over shoulders; others leave candy wrappers, etc. Two large waste baskets are present, but unused. Finally the bell rings. They rise, leaving huge piles of paper behind them. Shorty, the janitor, pushing the broom arrives, sweating and unable to move the paper.*)

N: Maybe they can't read: Oh well—Shorty earns his salary. You've heard a lot in home-rooms about the cluttered halls of East. Since the campaign to clean them up, there has been some improvement, but there are still a few hazards that need to be removed. Recently the citizenship committee of the Student Council sponsored a locker inspection. One of their main purposes was to recover books and other material borrowed from the library and history rooms. Unofficial sources reported the following incidents.

SCENE III—Bell rings, 3 lockers closed (one without a lock). Half a dozen girls rush madly to lockers and open them: everything falls out (2 notebooks, 2 coats, gym suit and towel, a mirror, some make-up, couple pair of shoes, galoshes, mittens, slacks, a lot of paper, some coke bottles, 2 or 3 magazines, an old violin case, etc.). The junk is brushed aside as they dig deep and find at least 2 dozen books from the history room; they pile them up and carry them off. They arrange locker neatly and the teacher comes for inspection. She passes on and they cram stuff back into locker, pushing hard on the stuff and locking them—one not quite closed spills over as the curtain closes.

N: Bells are always ringing here. Some are warning bells and 5 minute bells, some are so obliging as to ring just when it's your turn to recite; others make you tardy.

N: The setting, the office of East High. Time, almost any morning, particularly a cold one.

SCENE IV—All facing desk and clamouring for excuses.

STUDENT 1: The bus broke down.

STUDENT 2: But my tire was flat; I had to walk thirteen blocks to catch a bus.

STUDENT 3: Our alarm clock froze and didn't ring.

STUDENT 4: My Dad was sick and couldn't bring me.

STUDENT 5: The bus was so crowded that I couldn't get on.

STUDENT 6: Well, I forgot my lunch and had to go back after it.

(A large group of seven or eight walk in determined to get excused. Walk in unison, "The bus broke down and we had to wait and it was six minutes late." (All turn away with huge tardy slips. Some give absence excuses and get pink slips.)

N: They may all have had perfectly legitimate excuses, being delayed or kept absent from school by circumstances beyond their control, but the situation "in a nutshell" is this: The rate of absences and tardies has risen considerably. It has become too common to skip a class here and there or a day or two now and then. Each one is a mark against the school's record and should be avoided if possible.

There are two more bells, the dismissal bells at noon and at 3:40. Undoubtedly they are the two most popular bells in the school day. Now we have the "mean Widdow Ki-i-id" as he heard the bell at the end of the third period.

SCENE—Cafeteria line. 1 and 2 students rush up and sling books, jingle money in purses; then comes a short little boy and slides up—mopping forehead, only third in line.

WILLIE: Whew! only third in line today.

GIRL 1: Hi, Mary! Common up here. (*Mary pushes in front of them all.*)

GIRL 2: Look! there's Jeanne. Hey Jeanne, commere! (*Jeanne saunters up and beckons to two others who all push in ahead of Willie.*)

WILLIE: Ah, well, only sixth in line. (*Butch pushes in front of Willie and two others in front of him.*)

WILLIE: Ten won't take so long, I guess.

GIRL 3: (*someone remarks as girl 3 staggers in on crutches*) Another victim of the daily stam-pede.

GIRL 3: (*To Willie*) May I have a fork please and a knife and a spoon? Maybe you'd better give me a tray too.

WILLIE: O.K. O.K. O.K.

GIRL 3: Would you mind handing me a napkin and a hamburger?

WILLIE: Here (*blearily*).

GIRL 3: Thanks—say, you didn't even put any mustard on it. (*Exit*)

WILLIE: (*as he reaches for his tray*) Finally! (*4 or 5 teachers saunter up and he drops to floor, crying for water—carried out on stretcher.*)

N: No doubt you've seen this stunted character staggering through the halls, unaware that he is a case of plain starvation. A few more weeks of such treatment will kill him off entirely. He is only sustained now by a regular supply of vita-

mins XY-36Z found in Waters' little pep pills. (Mr. Waters is a favorite faculty member.)

Boy: Wait! Wait! There's one bell you've forgotten!

N: Who's that? (*Boy whispers in his ear*)

N: She's the village bell (*belle*) who should have been told (*tolled*).

(Curtain)

N: Now, Mr. Editor, I've shown the people a few of the facts you just don't print. Now it's up to you!

Ed: No, it's not up to me or any other member of the staff for that matter. It's up to you—all of us as students of East High—to assume the responsibility of making the news that can be printed. In journalism class we are developing that so-called "Nose for News" that you've probably all heard about. We are counting on you, as a school, to feature achievements that we will be proud to print in our "Orange and Black."

Becoming Superior to Community Discouragement

(Continued from page 300)

group also hopes to find a place for the returned service boy who has been trained as a baker or druggist or cook.

"Service to my community" is a new adventure for youth and most of the adults. They have participated fully in national programs and drives, Red Cross, Salvage, home gardens and bond buying. Such problems as orienting the returned soldier boy with community life, helping with shortage of labor on neighboring farms, or accepting the Latin-American problem as a community responsibility are being realized. Getting the church redecorated, the community's centennial program planned, or the civic clubs' program made more effective, all are opportunities of learning how to work democratically.

To stimulate youth and adults to greater incentives and to keep them in touch with what others are doing, outside speakers are brought to the community. Such contacts widen the horizons of the citizens, whether these contacts have been with people whose special interests are peace, music, nature, subsidies, or photography.

These illustrations show how several community groups are experiencing democracy. Any community group having caught the significance of working together unselfishly, and thinking and planning together democratically, can go a long way in meeting the needs of youth and other needs as they arise. Through the practice of good will, neighborliness, fair play, courage, tolerance, and patience, these citizens, young and old, are creating in their midst a spirit of humanness and responsibility. They are reaching the place where difficulties and obstacles are challenges for them to put their collective efforts into practice, and gradually they are becoming superior to the usual community discouragement. In improving the character of their town, they are improving the character of their Valley, and their region. What greater contribution could a community make to a nation with fast approaching postwar problems!

Activities---the Keys to a Modern School

OUR SCHOOL at Republic has long stressed activities because it has always seemed that they are the only methods by which we could alter the basic traditional school so that it could achieve the goals of a modern educational program. Thus a definition of our concept of activities, a statement of the aims and objectives of such a program, and, finally, a compilation and evaluation of all our activities in their respective categories should constitute the summary of the progress of a basically traditional school toward a more modern educational program.

Activities are the subject matter and non-subject matter experiences in which a pupil indulges for a more complete development of his understandings, his interests, attitudes, and ideals. Accordingly, the child is best trained when he has opportunities to experience through living and learning. This can best be accomplished through activities which are purposeful and authentic.

The objectives of such a program are:

1. To prepare pupils better for participation in democratic citizenship.
2. To stimulate the spirit of tolerance and cooperation.
3. To help make the pupils increasingly self-directive.
4. To stimulate initiative, to train in followership and leadership and to foster intelligent obedience.
5. To provide for special abilities and individual interests.
6. To stimulate interest in other fields and to develop and crystallize right school spirit.

The activities which in varying degrees follow out those objectives will be described in three classifications: those which are correlated and integrated with the curriculum; those which are pupil activity used to develop purely his non-academic interests, attitudes, and ideals; and, third, those activities which concern teacher, parent, and the school, which have for their purpose child development.

It is entirely obvious that none of these activities to be listed could be placed in the separate divisions according to objectives, for in many instances an activity may embrace several aims and satisfy several objectives partly at the same time.

I. INTEGRATED ACTIVITIES

The first fully integrated activity was the Education Week program. The entire program was divided into three main parts: first, the Education Week program; second, the window display downtown; and, third, the parade.

The program consisted of two parts: the first part was a pupil forum participated in by several pupils of the upper grades who explained the different phases of Education Week. The second part was the outgrowth of an original playlet written to emphasize the advantages of our way of life.

G. E. HIBBS

*Principal, Republic Elementary School
Republic, Pennsylvania*

The window display was perhaps the most widely integrated activity of all the activities related to this phase of Education Week. The upper-grade students had developed an interesting unit on wood. The pupils wrote stories, built sawmills, constructed scenery, made houses, and, in the end, fashioned a typical lumber camp showing very realistically every phase of this portion of the lumber industry.

The third portion of the Education Week program was the parade which consisted of a float, the school drum-and-bugle corps, and the pupils dressed to represent the various phases of the week's theme.

Our operetta, the next most successful activity, brought out excellent cooperation between the teachers and pupils. Some one hundred and fifty pupils participated in it, affording an opportunity for all those who desired parts to receive them. The music, songs, and folk dances were direct outgrowths of the music classes; dialogue, scenery, and costumes were results of the English and art classes.

Two outstanding school parties were held that had their inception in the regular class work. The upper grade party was a result of the musical program and its folk dances as well as the outcome of our daily guidance program. The second grade party was a result of a stimulus gained from a part of the reading program which called for the complete pupil organization of a party. Invited guests included grade one and parents. The rapport among teacher, pupils, and parents was beautiful to watch.

Some fine dramatizations occurred all along the line of reading endeavor. Beginning with the first grade, and all along the reading programs of the lower and upper grades, dramatizations were a part of the regular program, occurring as often as pupil interest was prevalent. Sixth grade especially did a fine original dramatization of "Mr. Higginbotham's Catastrophe" and presented it to the school. In all of the reading program, the achievement of naturalness and spontaneity were main objectives.

Discussion, a device too little used, played a wide part in the integrated activities of the classroom. All of the grades used it to bring about pupil interest. This was a natural part of the club activities, of the hobby club, the stamp club, and the scrap book club, the latter a club sponsored by sixth and seventh grades respectively. The stamp club reached a new high in pupil interest. Regular meetings were held and, besides the regular discussions, geographic and historical interest prevailed as well as training in barter and consequent lessons in trade ethics.

Holidays were observed in conjunction with

classes. Fire prevention week, book week, and Audubon week were all observed in different classes where they could be best discussed.

Playing store was a fine project developed in the third grade. Children learned money changing, calculation, cooperation, ethics and responsibility in the use of this project.

Field trips were taken by first, second, and fourth grades. Integrated with these trips were the nature study lessons, the several aquariums, the flowers and plants grown at the school. Observation of the growth of gardens was a part of the follow-up of field trips. Through these trips, Republic children came closer to nature and broadened their scientific outlook.

In addition to all the other activities, many projects were carried out in the eighth grade science classes. Children constructed telegraph instruments out of their own materials. Experiments were carried out, showing expansion and contraction of metals and of air.

Much art work was done all over the building. Posters for the different holidays and for different projects correlated with the art. In every phase of the project work, children's own ideas were considered paramount. Poems were illustrated and much creative ability was shown by many of the students. The sixth grade made historical cutouts and other wood objects and learned sawing technique and better use of their hands.

Letter writing and a tendency toward more practical use of English were demonstrated with success, in our pupils producing well written themes and in the better speaking as shown in our Education Week programs, in our operetta, in our dramatizations, and in our assembly programs. Our English program has been, in a word, functional and has contributed much to the development of originality, spontaneity, and a skillful use of verbal and written English.

Quiz programs, amateur hours, and other types of activities helped make the classroom more interesting to the pupils.

Our library work was outstanding this year. Our main library is more and more becoming a central point of interest in the whole school. The teachers of the different subjects of the upper grades have shown a stronger inclination to use the library for broadening of their teaching fields. The whole reading program has been enhanced by the extra reading children have done through following their own interests.

The library featured an informal attitude in pupil demeanor, to make pupils feel that the library is not only a place where they make use of materials available, but also a place where there is the necessary quiet to do research and a place where they may relax and enjoy the reading facilities offered for pleasurable reading.

The fourth grade used the library to further promote pupils' interest in reading and research. This type of activity cannot but serve to widen the possibilities of research in different fields.

A rhythm band was the natural outgrowth of the music work of the second grade. The band

made larger and considerably more progress this year than last. Cooperation, rhythm, and responsibility to the group were stressed.

II. ACTIVITIES NOT INTEGRATED ACADEMICALLY

Education Week, already mentioned as being an integrated activity, belongs to the second group of activities, in that certain features of the week were not necessarily classed entirely as those of a directly integrated nature.

The float was constructed by teachers and pupils, motivated by the desire to have a different type of parade and to sell the idea of the week's program to the patrons of the school. The float idea did help to portray more vividly the keynote of the undercurrent theme of the week.

The Drum and Bugle Corps had its inception in providing better school solidarity and in providing a medium of expression for rhythm time, alertness and responsibility to the group. The Corps, through the help of the individual members, provided new uniforms. A color guard and majorettes as letter girls were also added. Much interest and acclaim was given to the Corps at the county Americanization Day parade on May 1.

The athletic program has been devised to provide activities as a means of keeping busy the year round those who participate. Thus, football, basketball, mushball and track were provided for the full time activity of the school. As a further provision for interest and for wider participation, ping pong was introduced to offset the necessity for physical ruggedness as a necessity in competition. Competition between schools as well as intra-mural activity was sponsored. Fair play, cooperation, tolerance and wider participation constituted the background of the program.

A new type of athletic endeavor was added to the program this year. Marble playing as fun without any particular guidance had always been indulged in, but added impetus was given to the sport when the local newspaper sponsored a tournament.

Our newspaper this year has not been carried out as an integrated activity but rather as an interest outcome of a group of students. Usually at Republic School a paper is not begun until impetus comes from the students. The paper is used as a medium of expression of the school's activities and also as a method of providing school information to the parents and to the community.

The radio was used to bring wider knowledge of interests and events to the pupils. The students listened to talks given by men of importance in national and world affairs, thus becoming acquainted, first hand, with our national and world leadership and feeling the pulse of these crucial times.

Other educational interests were provided the children when they listened to the very fine orchestra from our county seat and a speaker from Mesopotamia.

III. TEACHER-COMMUNITY-PARENT RELATIONSHIPS

Home visitation was instituted last year. In

almost every instance reported, there was a better relationship as a result.

The most outstanding feature of our year's work was the provision for physical equipment for a modern schoolroom in our second grade. The ultimate aim of this project was to begin an experiment in the more modified phases of the experience activity curriculum. The teacher, through the help of the administrative officers and through the combined efforts of parents, teacher, and pupils, provided tables and chairs to eliminate desks and the formal type of stationary equipment. A radio was installed; rocking chairs, benches, book cases, and a piano were added to the room's equipment. The library facilities were enlarged to provide extra reading material for the children.

Pupil responsibility, interest, and cooperation were manifest early. Much more can be expected from it in another year.

A meeting of teachers and parents was held this year in the assembly after Patron's Day visitation. The report card was discussed in an informal atmosphere. These beginnings in teacher, parent relationship may have fine results for the coming year.

Teacher advancement through a form of inservice training was fostered by the encouragement of reading of professional articles. Challenging topics were presented to the whole group by any teacher who might have discovered challenging material in her reading. These topics discovered were passed around for all to see and comment upon. The teachers had access to a professional library of books in the elementary field, as well as to our National Journal and other pamphlet material.

Initiating the Freshmen

L. R. KILZER

*Professor of Education
University of Wyoming
Laramie, Wyoming*

AMONG the most undesirable college activities that have been copied by the high schools is the initiation of freshmen. Instead of assimilating these pupils as effectively, promptly, and inconspicuously as possible, attempts are actually made to embarrass them by various kinds of hazing. Sometimes the initiation on the college level is carried to extremes, but two actual accounts of high school initiations, as reported by the section on school notes in a local newspaper and by a high school newspaper, are here quoted in some detail to show that high schools often surpass even the colleges in both the intensiveness and the extensiveness of this activity.

From the section on school notes in the local newspaper the following was taken:

Friday of the past week was a very busy day at the High School. Besides having the regular classes of the day there was also fresh-

man initiation and an all-school assembly.

The upper classmen had charge of the initiation which consisted of a parade and impromptu entertainment of the freshman class, an all-school picnic, and a party at the school house in the evening was the climax of the day. The freshmen girls were required to wear long underwear, a short dress, one anklet, one long stocking, a pair of old shoes, and no makeup. Each girl's hair had been braided the night before and combed out the next morning, giving the appearance of a South Sea Island woman. The boys were requested to wear dresses, heavy makeup, ride a stick horse, and carry a doll. All members of the freshman class were requested to carry paddles.

And the following is quoted from the high school newspaper:

On September 15 the freshmen of High School came hesitantly into the auditorium where were assembled sixty-four seniors. Timidly they walked up to the front of the auditorium and took the seats assigned by the seniors. There, perched on the edge of their seats, they sat expectantly, wondering just what was coming next.

Preceding this time the seniors met, okaying the initiation plans since Friday the sixteenth was to be the great day.

As read the freshman apparel for the day they laughed and booed, but on the whole they were excited over the whole day.

On the appointed day the freshmen boys came to school dressed in athletic shorts, four inches above the knee, baby bonnets on their heads, barefoot with toe nails painted. The girls were dressed in nightgowns and high top boots.

Both boys and girls carried baby bottles from which they sipped throughout the day. Before the final bell rang, this group of freshmen resembled a tribe of Indians in full war paint. On entering the building, they ceremoniously washed their feet. On their way upstairs they took two steps up and went back one.

Initiation was carried out in assembly. The performance greatly resembled a three-ring circus (there being more than one hundred pupils in the freshman class, and each one having something to do, there was more than one act at a time).

Throughout the day the freshmen carried the seniors' books from classroom to classroom.

Activities similar to those described in the two foregoing excerpts are doubtless carried on in a large proportion of our high schools each fall. These two were cited simply because they illustrate in rather well-written accounts what is perhaps altogether too common. Even in normal times such activities do not commend themselves to thinking people. In these days marked by acceleration through the high school, teacher shortage, and labor shortage, it does seem that the taxpayers' money and the time and energy of pupils and faculty ought to be used to far better advantage. At least a day was all but wasted in each of the schools referred to. Even the upper classmen could do little by way of concentrating on courses in pre-induction mathematics and pre-flight that day, and the freshmen

probably spent many anxious hours preparing themselves for the ordeal.

But, high school pupils will initiate the freshmen; therefore, a constructive program is necessary. One example will suffice to point the way. The first school party in one high school enrolling approximately 125 pupils is in charge of the sophomore class, and is known as the get-acquainted party. The first hour of that party is traditionally given over to the controlled initiation of the freshmen. In cooperation with their class adviser or sponsor the sophomores prepare extensive plans which are later submitted to the principal for his suggestions and approval. In this way precautions are taken to avoid anything that is really objectionable. It is understood that the freshmen are not to be molested before the hour of their initiation or afterwards, but it is also definitely understood that every freshman must be present and do his part as finally assigned. At the end of this first hour, refreshments are served, and the freshmen are treated as specially-honored guests throughout the remainder of the evening. They are now made to feel that they are actually a part of the high school. Such a plan interferes very little, if at all, with the regular work of the school. It provides an hour of concentrated fun at the expense of the freshmen, and then the initiation for the whole school year is over.

Editor's note: Since many high schools send in their "School Activities" subscription orders at the beginning of the fall term, their September numbers cannot arrive before the activities of the first week of school. Therefore it seems fitting that Dr. Kilzer's article should be released in the May number.

Our Outstanding Assembly

WAYNE NYMAN

Weatherwax High School
Aberdeen, Washington

THE Weatherwax High School feels that one of the most stimulating and successful assemblies it has ever had was the bond and stamp auction sale. To give the home school a lead in a national bond and stamp contest that was sponsored and originated by the Aberdeen School was the purpose of this assembly.

The merchants and stores in the town contributed such articles as: nylon hose, free meals, dishes, theater passes, sport shirts, and many other equally desirable gifts.

The day of the auction was an exciting one. Students came to school with their pockets bulging with greenbacks. Each one had to purchase one twenty-five cent stamp to attend. The ticket thus acquired entitled him to a chance in the drawing for a special door prize.

From the student body, an auctioneer was picked, one selected for his strong voice, good personality, and, above all, good salesmanship ability.

Money flowed freely. One hundred and fifty dollars was bid for a pair of nylon hose; \$750 was bid for a set of dishes; free meals went for \$100; movie passes, necklaces, sport shirts, all

brought high bids. The student who bid the highest for each prize received the amount bid in stamps or bonds.

At noon time, the bidding was stopped. The students went home for lunch and a new supply of money. By the end of the school day, about \$18,000 worth of bonds and stamps had been sold.

To break the monotony and to add variety, student talent was presented throughout the auction. Students bid money to hear their favorite songs, or to have a teacher perform for them. All obliged willingly.

In summary, the program was a far-reaching success; the students had great fun; the teachers had fun, and most important of all, the amount of bonds and stamps sold gave the students personal satisfaction that they had greatly helped the war effort.

A Stamp and Bond Sales Device

O. E. BONECUTTER

Principal, Wichita High School North
Wichita, Kansas

IN A large high school it is somewhat difficult to whip up enthusiasm on drives. However, the student manager of our stamp and bond sales, Bob Wise, originated a device that proved highly effective.

The plan provided for the mounting of all of our forty-eight home rooms on a chart and blotting out each home room with a portion of the Schools-at-War Flag as it attained its 90 per cent or better. When the photograph was taken, the campaign was about half finished. The final result was that we qualified for flying the flag, with 94 per cent of our students having bought stamps and bonds.



Bob Wise and the Chart Originated by Him

A Debate Coach Looks at Drama

THE UNIVERSITY of Minnesota Theatre recently produced the play "Kind Lady" and the effort performed a real service for one who has spent his life in analyzing fallacious chains of reasoning, searching for unwarranted assumptions, or pouncing with eager delight upon an obviously hasty generalization. To understand the nature of this service it must be understood that from the first time the author became conscious of their existence, he has borne a distinct prejudice against all things theatrical. It has been said that man exists but to pursue one thing—beauty. To many of us whose world has centered around debating—classroom, interscholastic, and intercollegiate—the one thing beautiful in this world, the one God worthy of worship, is logic. Like many another, the author long held the conviction that the workings of the stage could never be made compatible with laws of logic. That "Kind Lady" succeeded in revealing completely the falsity of this conception seems the more remarkable when the naturalness of the concept's formation is taken into consideration.

To begin with, acting by its very nature is pretending; usually it involves the attempt of an individual to portray a character not his own. To many persons (debaters, particularly, perhaps) this seems far removed from the reality, or actuality, upon which reasoning is based. Moreover, as many observers have noted, most actors carry their pretending off the stage and into the ordinary routine of existence. This procedure has laid them open to charges of affectation; it has served to confuse their associates as to the actors' own, or real, characters, and the whole business becomes a bit obnoxious to one inclined toward an over-practicality of viewpoint. Unfortunately, nearly every play witnessed by the author in past years added fuel to the flame by either illogically overdoing some dialect or allowing one character—usually the star—to pull the story out of its natural focus. Somehow the theatre proved uncondusive to a vicarious enjoyment of the action; rather it fostered the assumption of a critical attitude and a constant search for discrepancies in logic. To be sure the author had been told that imagination is a large part of drama; but that subtracted from, rather than added to, his respect for the show business; for his idea of imagination pictured it as a kind of day-dreaming process wholly unrelated to reasoning.

The belief that drama is inherently illogical was shaken a bit, but not erased, during several trips backstage to watch various production crews at work. It helped a bit to meet a few stage folk who did not take their work so seriously that they were perpetually "acting" off stage; to hear a few remarks about brooms and scrub buckets as well as about creative art and all its grandeur; to hear the director expounding

Ralph G. NICHOLS

Assistant Professor of Rhetoric
University of Minnesota
Minneapolis, Minnesota

that drama always portrays a conflict, and that every detail of the production should somehow be logically related to the story of that conflict; to discover that even a fantasy is a logical attempt to project a message through devices of the imagination—a term which itself was beginning to take on a new meaning; and finally, to be told directly one night that even audience reaction is not the result of a momentary brainstorm on the part of an actor, but should be the effect following a carefully arranged preparatory process in which anticipation plays a large part. But it remained for the actual production of "Kind Lady" to convince the writer that drama can be beautiful because it is logical.

A NEW CONCEPT OF DRAMA

The show "Kind Lady" was a composition; it was a composition in the sense that structurally it followed the four great laws of composition, and that every detail of the production followed an order dictated by the fundamental and logical principles governing the use of these laws. To establish this thesis to a fellow spectator would be a comparatively easy task; and perhaps it is worthwhile to describe the play to non-spectators as well. The effort may serve to make some other debate enthusiasts more tolerant of the theatrical phase of the speech field.

The law of unity requires that a composition shall be about one thing. The show "Kind Lady" was unified because every detail of the production pointed toward a single theme—the conflict between the almost equally strong wills of Mary Herries and Henry Abbott. It is needless to cite the nearly limitless number of these details, but a few deserve especial comment. First, the show pictorially pointed constantly toward this conflict of wills. Every stage picture arranged by the director served as a setting for the continual struggle. Even when neither character was on the stage, which was seldom, the audience was never allowed to forget that the stage was being re-set for their next appearance. This aspect of one-ness in the production was further enhanced by the changes in tempo which continued to build the suspense and always point it toward the central conflict. As for movement, the story so engrossed the spectators' interest that any awareness of movement as such was immediately lost. For a time the writer watched specifically for instances of conspicuous technique, but the movement of "Kind Lady" was so effectively blended with the story itself that the spectator was never aware of it. Surely this production presented a "Succession of fresh appeals to eye and ear, each striking, varied, but unified."

The law of coherence requires that the parts

of the composition shall follow one another naturally and logically, and that their relationship to one another and to the whole of which they are parts, must be made apparent. The fact that "Kind Lady" follows the epic rather than the chronological order of development increases the difficulty in keeping the story clear. However, skillful use of lighting effects left no question concerning the connection between each part of the play and the whole; and the inter-relationship of the parts was carefully clarified through the use of two media; the nice adjustment of light to the changing moods of the play, and the occasional use of beautifully timed and coordinated sequential reaction. No other medium for obtaining coherence was either used or needed.

The law of emphasis requires that those parts of the composition more important than others shall be made especially memorable to the reader. The greatest achievement of Mr. Reid Erekson in directing this play was his pointing up of important elements of the story to the place where they not only could not be missed, but to the place where they held the audience tense and spellbound. To obtain his end, he called again and again upon the medium of dramatic contrast. Starting with the first scene in the first act, the story was told with the sinister playing against the foil of the congenial; the ominous Abbott stood out in bold relief against the conventionality of Phyllis and Peter. In rapid order and with ever-growing effectiveness came one dramatic contrast after another: Aggie's prowling about for small articles to steal, and the almost saintly quality of the song continually hummed by her father; Rose's independence of spirit and its subsequent disintegration; the tinny gramophone in its luxurious setting; the innocence of a baby and the nightmarish horror of the white-faced Ada dancing barefooted and with her hair wildly flying; a momentary feeling of naturalness quickly dissipated by Abbott's unexpectedly cruel slapping of Ada; Abbott's purposeful control and the supernatural quality of Ada's laughter; the never-to-be-forgotten picture of five crooks closing in about a helpless old woman; and finally, the climactic success of the woman's will over the almost hypnotic power of the man's, as Foster finally leaves to call for aid. It is difficult for the writer to see just how the method of securing emphasis could have been improved.

The law of interest requires the use of such particulars as will bring the composition down out of the clouds and into contact with actual experience. For this purpose Mr. Erekson very shrewdly composed and used small stage business. The Americanism of Peter served as a relief from the constant menace of Abbott. The preparation of Christmas packages, the reception of mail, and the attempt to sell something to a good friend were all experiences common to any audience. Without these small bits of business the human quality of the play would have been lost, and right along with it would have gone the effective use of the unreal or supernatural. . . .

Yes, "Kind Lady" was kind indeed. As a story,

she fascinated; as a production, she awed, but no longer completely bewildered; as a display of imagination controlled by definite and logical modes of procedure, she stimulated and inspired. And at least one debate enthusiast is ready to confess to false prejudice; to concede that logic is found in places other than merely the forensic area of the speech field.

French Folk Festivals Are Fun

VALERIE M. NICHOLS

French Teacher

Lebanon Catholic High School

Lebanon, Pennsylvania

SPRINGTIME and folk festivals are sometimes synonymous. At least that is what the students in the Lebanon Catholic High School, Lebanon, Pennsylvania, thought when they presented a French Folk Festival. In song, dance, and pantomime, the French students dramatized the favorite old folk tunes, many of which have originated from the occupations of the industrious French people; such as gathering flowers for exotic perfumes, picking grapes for choice wines, tending flocks, planting seeds, or weaving beautiful tapestries.

Carrying garlands of roses in true provincial celebration, the participants opened the program with the lively "Plantons la vigne." The amusing "Savez-vous plantez les choux?" suggested novel ways of planting cabbages for all Victory Garden enthusiasts. Shepherdesses, lovely as a Watteau painting, winsomely sang "Il etait un bergere" and "Chanson de mai." Attentive beaux and attractive belles gracefully danced the ever popular "Que voulez-vous, la belle?"

Gaily colored peasant dresses, which the girls designed from authentic costume plates, contrasted with the somber-hued blouses of the boys. No Easter chapeau was ever more chic than the picturesque headdress characteristic of each French province. The quaint black butterfly of Alsace vied with dainty coifs of Bretagne, while charming bonnets of Normandy mingled with Basque berets.

The French students enacted the roles of sleeping "Frere Jaques"; "Cadet Rousselle"—the French prototype of "Private Buck"—with his three houses, three cats, and three coats; poor Pierrot "Au clair de la lune"; and the unfortunate madame with her tragic Tom Thumb husband in "Mon per' m'a donne un mari."

To the delight of all, the mischievous little puppet "La Polichinelle" cavorted and strutted around the stage, after which the folklore characters joyously clattered their sabots in a merry round "Sur le pont d'Avignon." Amidst the waving of French flags, this pretty "fete champetre" was concluded with the stirring anthem, "La Marseillaise."

"The Coop" -- An Adventure in Co-operation

STUDENTS of the Summit, New Jersey, High School have found the answer to their problem of what to do in their leisure time. They have organized a club which is open every afternoon in a building in the center of town.

Last spring Miss Jessie Dotterer, of the Hobby Hall dancing classes, called a group of boys and girls together and asked them what they thought of having a club of their own. If they liked the idea, they might have four rooms adjacent to her office. The rooms were to be given to them free, but the project would entail a great deal of re-decorating. The boys and girls were enthusiastic, and a committee was formed to present the idea to the other boys and girls. Under the direction of Miss Dotterer, the committee organized a big rally.

The rally was a success; over two hundred boys and girls attended it. They were as enthusiastic as the others had been, and most of them came the next day to clean and paint the rooms.

The following week, boys and girls trooped in and out of the rooms every day. There was a great deal of work to be done, and it had to be completed that week, before the big dance to be given at the high school. This dance was to raise money to pay accumulated debts. Also, an Open House was to be given the day after the dance. This was the time set aside for the parents to see the rooms.

The students finished their work in time and had their School Dance and Open House, both of which were huge successes. The proceeds from the dance covered the debts, and seventy-five dollars in donations resulted from the Open House.

While all this was going on, the executive committee was kept very busy. They had their first meeting and drew up a creed for their organization which goes as follows:

I WANT TO COOPERATE

1. With other members
In making and keeping our headquarters a place to be proud of.
2. With my family
In helping them adjust home living to war needs and by not taking advantage of the present war situation.
3. With my town
In respecting its property and the will of the community of which I am a part.
4. With my country
In giving some of my free time to volunteer war work. In putting 10 per cent of money earned by me in war stamps.

Out of this creed came the name for the club. "The Coop," short for cooperative. The committee decided also to charge twenty-five cents

ALICE WORTHINGTON
President, "The Coop"
Summit High School
Summit, New Jersey

membership. Any person paying this fee would receive a card with his name and the name of a committee member on it. On the back would be printed the creed, and anyone coming to The Coop would have to show his card to a member of the executive committee, seated at the desk.

During the summer The Coop was opened only three days and three nights a week because so many members were away. Several classes gave parties to raise money and the newly formed club seemed quite popular.

The Coop was closed in August, but in the middle of the month Miss Dotterer called a meeting of the members who were at home and told them that she would not be able to continue sponsoring them during the winter. She introduced to them Mr. H. S. Kennedy of the Board of Recreation. He pointed out to them that their headquarters were too small for their large membership. He told them that he would help them look for a new location.

He found a building located right across the street from their old headquarters. The owner agreed to lower his usual rental fee. Mr. Kennedy's assistant, Miss Dorothy Phillips, became the club's advisor and called a committee meeting. It was decided to hold another rally in the new building to see how the other members felt about these new headquarters.

The rally was held, and Miss Dotterer opened the meeting by explaining that the old quarters were inadequate and that she would not be able to continue her sponsorship of The Coop. The president of The Coop then told about the rent of the new place. It would be one hundred and twenty-five dollars a month, which meant that it was necessary that each member pay fifty cents dues per month. Everybody agreed to pay the fee and unanimously elected Miss Phillips as their new director. It was decided to fix up The Coop for a dance the following Friday, which meant plans should get under way immediately. The dance was a big success, and the project was well under way. For more efficient operation, the original executive committee was enlarged to fifteen members and was called the "Junior Board." This board was broken up into committees such as door committee, gameroom committee, and publicity committee. These committees all have important functions in the successful operation of The Coop.

The Coop is open every afternoon after school. Any boy or girl may join after securing the recommendation of any member and paying an ini-

tiation fee of twenty-five cents, plus the monthly dues of fifty cents. The Coop provides such entertainment as dancing, cards, and ping-pong. There is a soft drink bar. A juke box furnishes music.

Recently the Junior Board asked eleven interested parents to serve on an advisory board to help the boys and girls in any problems which they cannot solve themselves.

The boys and girls, who are very proud of their "Coop," certainly have a right to be. It has been operating at its new headquarters for months, and the boys and girls have managed to pay their rent, and cover their expenses of about a hundred and fifty dollars a month.

Problems of Democracy Class Sponsors War Loan

J. HARVEY SHUE

*Supervising Principal
New Holland Borough School
New Holland, Pennsylvania*

IN conjunction with their course in Problems of Democracy, the Senior Class of New Holland schools sponsored the Fourth War Loan Drive. The total sales for war bonds and stamps by the four hundred fifty-eight students of the New Holland Schools amounted to \$128,892.75.

A complete program was formulated by the class and the supervisor. Three committees were appointed:

1. Publicity
 - a. Prepared a large poster for entire school and smaller charts for each home room
 - b. Gave pep talks in every home room
 - c. Sent a letter to every home explaining the program and aims
 - d. Held a Bond Rally to launch the program
 - e. Planned Rallies each week during the contest
 - f. Informed newspapers continuously
2. Decoration
 - a. Built a booth for use in school
 - b. Prepared charts for publicity committee
 - c. Prepared booth for use in the local bank
3. Executive
 - a. Directed program for handling of sales
 - b. Received, audited and handled all home room accounts
 - c. Had charge of home room captains and senior solicitors
 - d. Gave general supervision to the entire drive

A booth where bonds could be purchased was placed in the local bank, where pupils who had been high salesmen for their home room sold bonds during the last week of the campaign. On the school (public) bulletin board was placed a large poster on which was portrayed the bombing of such cities as Berlin, Rome, and Tokyo. As each home room topped its weekly quota, another bomb fell. The title of the poster was "Bombs Away." In each home room was a

replica of a dis-assembled jeep, and as sales mounted, parts for the jeep were purchased. As a result, the drive was climaxed by the purchase of one hundred four jeeps.

The slogans for the drive were:

First week—"Pupils, sell yourselves."

Second week—"Pupils, sell yourselves and sell your homes."

Third and fourth weeks—"Pupils, sell yourselves, your homes, and the public."

The Problems class not only sponsored the contest but lead the entire school by selling \$32,203.35 worth of bonds and stamps. For the thirty-five seniors, their average sales was \$920.00 each. A record of \$281.42 was made for each pupil as an average. The high school was 100 per cent in number of pupils making a purchase each week after the first. The entire school had 90 per cent of all pupils buying.

Letters for the Boys

JANET C. PARSONS

*728 Mandana Blvd.
Oakland 10, California*

THERE are thirty-one fathers and brothers in the service to the one hundred and seventeen children in our three-teacher school. So determined are we that these boys shall receive plenty of mail from home that we have made this our school project.

We see to it that every serviceman receives a copy of our home town paper. To this we add a mimeographed sheet of our own, containing many homey items that the paper has missed. In addition each receives a weekly letter. For the older children, this takes the place of the usual weekly composition. The youngsters try very hard to make the letters really interesting; even the primary children contribute their printed postscripts and sketches. At Christmas time we combined snapshots, jokes, cartoons, and poems into very acceptable scrapbooks.

During assembly we read the replies sent to the children. It is very easy to tie up the contents of these letters with social-studies and citizenship. In fact the attitude of the children toward school has greatly improved and reflects in the splendid response to bond buying, paper drives, etc.

Do the boys appreciate our efforts? If we can believe their grateful notes, they most certainly do!

"Many schemes of social betterment have been proposed in the hope of producing an ideal commonwealth with the widest diffusion of justice, freedom, and security. None of these utopian plans has proved to be of universal application. They are good tidings of great joy to some but not to all. If we will give it a chance, the Christian democracy . . . will blot out false distinctions and triumph over personal enmity and racial prejudice."—Lucius H. Bugbee.

School Radio Programs

IT IS said that about 60,000 radio programs are broadcast daily. The United States can boast that 31,000,000 families own more than 56,000,000 home and auto radios, and in the last six years the larger advertisers are tripling their expenditures in radio coverage, thus continuing to open wider fields for the youth of tomorrow. Therefore, radio school programs as stepping stones to these jobs are as important as the type-writing, manual training, and sewing and cooking classes.

LOCAL JOBS IN RADIO

The student that does a good weekly sports show on his high school program will be the logical person to be called in to replace the radio staff announcer taken by the Selective Service. That's how our sports announcer was replaced several months ago; and finally the student was also called into service.

The boy or girl who writes the copy and social news, or helps with the script of the radio school show will be the first one chosen to fill vacancies at the local station. Where else can the station turn, what other type of business is like radio? Therefore the stations regard school radio programs as a sort of apprenticeship towards filling in their own depleting ranks. A typist, stenographer, bookkeeper, or clerk can fit into various types of businesses, but radio is unique. It requires a certain type of experience, and radio broadcasting must be kept going. Someone must be at the switch at all times, someone must be broadcasting that knows how to read copy and script fairly well, and someone must be writing copy that will meet radio and sponsor requirements.

That is why, at this time in particular, school radio programs are vital to local radio stations. Sooner or later, youngsters appearing on or taking part in the actual production of the school radio shows will be given an actual job, if only for part time at their own city station or a station nearby.

WRITING FOR RADIO

Radio entails much writing of every description. There is the commercial copy writing for sponsors. Various small concerns not having an advertising department may give just a few brief ideas, what they wish featured each week, and according to that data, spot announcements of fifty words and up are written. A wide-awake copy-writer will buckle down and read every magazine and newspaper advertisement he can find—to meet that copy-writing demand.

SELLING FOR RADIO

Arrangements can be made to sell spots on the school show to various sportswear and athletic merchandise concerns who sell to the school body. The program would open with . . . "This program is being given through the courtesy of Bing and Bong Football wear . . ." etc. Although

SOPHIE MILLER

*Radio Entertainer, Script Writer
and Producer of Guest Shows
over WKNY, Kingston, New York*

contracts made with minors do not hold, high school students can make the proper contacts with representatives of these various concerns and later turn over the actual contract-signing and arrangements to the regular salesmanager of the station. In our station today, both our manager and our sales manager are graduates of our local high school, who had taken a great interest in the station when it first opened. Several of our announcers are part-time high school students, as well as are our control-room boys

THE MYSTERY OF SCRIPT WRITING

When vaudeville first stepped into radio, scripts were practically unknown. The program was mostly ad libbing by the various M.C.'s. If parts of plays were used, radio dialogue was written up. Today in a completely set-up large broadcasting station, having directors, copy-writers, artists, technicians, contact scouts, publicists, photographers, and sound-men, there is also a completely set-up script department that entails the services of gag men, soap opera authors, free lance writers, etc. The finished scripts are turned out with sound and music effects timed to the split second, copies of which are given to the orchestra director and trained sound technicians, as well as to the producer, program director, actors, and control-room engineers. But in a small station having just a part-time high school student at the mike and control room, with the program director in some far-away office, the scripts are written without anyone's help, and the show goes on as is, minus sound effects or musical direction unless sound recordings are used. In that case, a list must be first made of the sound records in the station and the script written around them. Many of the times I have asked, "Have you hens clucking? Oh, no . . . you have a cow mooing. All right, I'll change my script."

Students who do the script writing on the school show may be called upon to write scripts covering various civic projects for which there is a heavy demand at present, and the remuneration may at first be just press passes to various local entertainments but later gain them a chance to actually work their way into radio production and script writing.

In fact, with the scarcity of radio script writers at present, many stations and advertising agencies are in the market for free lance material.

The half hour shows, involving two or three acts, or serials in fifteen-minute form, subjects based on magazine stories and news of the day or on some special event are always welcome, and usually the concern clears the radio rights if in-

terested. Details may be found in the various periodicals for writers, often special issues for radio programs and writing. This offers an interesting supplementary study for English classes.

SUMMER OPPORTUNITIES IN RADIO

Students who participate on winter school radio programs have a good chance to get a steady summer job on various small radio stations that are either giving their staff vacations or have lost their forces to Selective Service. Our station takes on high school youth for full time during the summer months and for Saturdays and Sundays during the school term. Several of the former high school students are making fabulous sums at larger stations, although it was only several years ago that they were part-time announcers, or as it is termed in *Variety* "pancake flippers," running off records and ad libbing during the night hours.

RALPH EDWARDS DID IT

The hilarious network show "Truth or Consequences," with Ralph Edwards as director and master of ceremonies, proves that a game we all played as youngsters can be a whale of a radio entertainment. Ralph, at the age of sixteen, became a newscaster on his own local radio station which helped him work his way through the University of California. He turned down the job of school teaching and hitch-hiked to the radio center of the World, New York City. For four years he was heard all over the country as announcer for Major Bowes' Amateur Hour, until he put his own show on the air, and so another high school youngster makes good in radio.

Airworld Club Organization

(Continued from page 304)

1309 Noble St., Philadelphia. Subscription \$3.00.
Current Aviation

Balanced popular aviation weekly. American Education Press, Inc., 400 S. Front St., Columbus, Ohio. Subscription \$.35 per semester in clubs of 30 or more; \$.40 per semester in clubs of 10 to 29.

Civil Aeronautics Journal

Monthly. Civil Aeronautics Administration. Subscription \$.50 a year payable in advance to the Superintendent of Documents, Washington, D.C.

Model Airplane News

Sourcebook for builders of model planes. Includes charts, diagrams and directions. Monthly. Jay Publishing Company, Mt. Morris, Illinois. Subscription \$2.00.

Air Trails

Pictorial. Provides large photos and diagrams. Feature department of "Youth in Aviation." Street and Smith, 79 Seventh Ave., New York. Subscription \$2.00.

A CHALLENGE

The opportunity of developing airworld clubs in schools is a direct challenge to our adaptability and resourcefulness. Do we really want to keep the schools abreast of the times? Can we

discard meaningless traditions? Can we move with youth into the frontiers of an airworld?

Editor's note: This is the second article by Dr. Patty on this subject. His "Need for Airworld Clubs" appeared in the April number.

Outline of a Senior Assembly

BEN F. OGDEN

Principal, Ardmore High School
Ardmore, Oklahoma

OUR high school offers whatever suggestions may arise out of the senior assembly program outlined below. It is one made up of talks, music, skits, and devotional exercises, and it has been well received in our school.

A home scene is set in front of the curtain and to the right of the stage. There are two chairs and an end table on which is a picture of a soldier.

To the left of the stage stands the Senior Girls' Octet, who are dressed in kahki skirts, white shirts with officer's ties, and overseas caps.

To open the program, the audience stands and sings the "Star Spangled Banner," during which a flag is lowered. After the singing of the anthem, the audience pledges allegiance to the flag.

Song—"You're a Grand Old Flag" (during which the flag is raised)—Girls' Octet

Remarks (Each time there are remarks, the master, or mistress, of ceremonies binds the different parts of the program together, making one production rather than several.)

Musical skit—"Soldiers All" with original music and words by Tomy Kyle, a senior boy. Original skit by Carolyne Jones, senior girl.

Song—"When Johnny Comes Marching Home"—by Girls' Octet

Remarks (after the scene in front of the curtain has been removed)

School Spirit Talk—"Youth at War," written and delivered by Jerry Newman, senior girl.

Song—"Over There"—Girls' Octet

Remarks

Original Play—"A Strange Interlude"—an original play by Jean Ed Williams, senior girl. The scene is a waiting room of an airport on the west coast.

Remarks

Song—"Sweet Hour of Prayer" (three verses sung by the octet backstage while scenery is changed for devotional).

After all verses have been sung, the girls continue to hum during the devotional.

Curtain

Devotion by Gene Coin, a senior boy, shows an army chaplain talking to a group of soldiers. The devotional ends with a prayer. The soldiers remain standing after the prayer with bowed heads.

Taps, with an echo is sounded, and the girls continue to hum as the curtain slowly closes.

"If we wish to make a new world we have the material ready. The first one was made out of chaos."—Robert Quillen

School Assemblies for May

IN PLANNING assembly programs for May, the assembly committee should consider, in addition to the regular programs for the month, the appraisal of assemblies which have been held during the year in their school. That committee, which consists of pupils and teachers in most schools, can use the results of the evaluation as one basis for planning assemblies for the ensuing year.

Pupil opinion may be obtained in regard to pupil preferences for the different types and frequency of programs, the extent to which the pupils found the programs of interest and value, and also suggestions for modifications. The Criteria prepared by the Committee of the Cooperative Study of Secondary School Standards¹ also should be helpful in assisting the school in evaluating its assemblies. Three of the standards are of particular significance, namely: the amount of pupil participation in planning and presenting the programs; the degree to which the programs have definite entertainment, instructional, cultural, and inspirational values; and the extent to which correct audience habits have been acquired by pupils.

SCHOOL ASSEMBLIES FOR MAY

The observance of special days should constitute several in the series of assemblies for May. However, it is an opportune time for the presentation of one or more of the following programs:

I. PUPIL ELECTION CAMPAIGN ASSEMBLY

If school officers are to be elected for the ensuing year, an all-school assembly program immediately preceding the election can serve to develop an intelligent interest in the issues and personalities involved. It can serve also as education in good civic and school citizenship. It is suggested that the following numbers be incorporated in the program:

Presiding—student president

1. Singing of school song by student body
2. Special musical number by pupil chorus—"Wintergreen for President" from the musical comedy "Of Thee I Sing."
3. Panel discussion by four or five pupils of desirable characteristics of school leaders.
4. Introduction of pupil candidates by presiding officer. Each candidate responds with brief statement of his position in regard to school policies.
5. Singing of "America" by student body.

II. COMMUNITY ISSUE DISCUSSION ASSEMBLY

In many local communities, special elections are held in May. The voters may be asked to authorize bond issues for school or other com-

H. H. MILLS

*Associate Professor of Education
University of Colorado
Boulder, Colorado*

munity purposes. Recently a special election was held in a community to authorize the issuance of bonds for the erection of a sewage disposal plant. The social studies teacher in the local high school sponsored an all-school assembly program to discuss the issue. The planning and the presentation of the program was as follows:

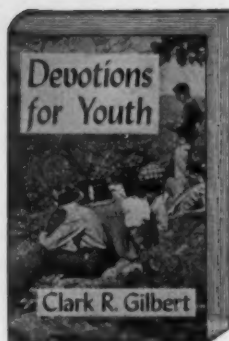
1. For several days prior to the assembly, the members of the twelfth grade social studies class interviewed local citizens and community leaders in regard to the issue, obtained blueprints from the City Engineer in regard to the proposed building plans and location. The pupils also read magazine articles regarding what other communities had done in respect to sewage disposal plants.
2. After all the pertinent information had been obtained, class and panel discussions were held in the social studies classroom. The pupils in the class chose seven of their number to present a panel discussion before the school assembly. Each pupil was selected on the basis of his knowledge of some particular aspect of the problem. For example, one pupil was chosen who had obtained information in regard to the cost of the project, another pupil because he had some knowledge of the effect upon community health. While a third pupil was included because of his knowledge of what other communities had done in this respect.
3. The assembly was called to order by the president of the student body, who presented the chairman of the panel.
4. The chairman of the panel gave a brief explanation of the significance of the topic to the pupils and citizens of the community. Each of the members of the panel was introduced and given five minutes to present his discussion of the aspect of the topic upon which he had made special preparation.
5. Following the discussion by the panel, the meeting was thrown open for questions and discussion by the audience. Questions pertaining to various aspects of the problem were referred to members of the panel who had studied that particular aspect. For example, a question in regard to the location of the plant, was referred to the pupil who had information on that matter. The remaining part of the assembly period was devoted to this general discussion.

III. PUPIL GUIDANCE ASSEMBLY

In many high schools, pupils are expected in May to plan their courses and activities for the

¹Walter C. Kells, Coordinator, "Evaluative Criteria" (1940 Edition). Cooperative Study of Secondary School Standards. Washington, D.C.

DEVOTIONS FOR YOUTH



Clark R. Gilbert

This collection of more than a hundred devotional programs deals with the daily life experiences of youth and themes of special interest to them. There are devotions with or without scripture; devotions to be read; discussion type with questions; and talks and stories. A new and effective book for leaders of school assemblies. \$1.75.

ASSOCIATION PRESS

347 Madison Avenue New York 17, New York

ensuing year. An assembly program designed to supplement individual counselling and home room discussions serves a useful purpose. A program which is both instructive and entertaining may include as many of the following numbers as the time of the assembly period permits:

1. Demonstration of work in science classes and clubs—by members of the science club.
2. Art—Historical sketch of the use of clay as a medium of expression—illustrated by models and objects made in art class or club by the pupils.
3. Home economics—Style show by girls from home economics classes.
4. Mathematics—Discussion and demonstration of application of mathematics in aviation.
5. Physical education—demonstration of corrective exercises and proper wearing apparel for health.
6. Modern languages—games of other lands, the players in costumes. National folk dances may also be included.
7. Latin—group of pupils in ancient Roman costumes, playing some of the Trojan games.

Vocational and leisure-time guidance may be emphasized by other assembly programs in which discussions of various vocations and recreational opportunities in the school and local community, can be given.

OBSERVANCE OF SPECIAL DAYS

CHILD HEALTH DAY AND MAY DAY

Child Health Day activities are sponsored by the Children's Bureau, United States Department of Labor in accordance with the Resolution of Congress of May 18, 1928, which authorized the President to proclaim May Day as Child Health Day. The objectives of Child Health Day are to emphasize: (a) the importance of health of body and mind, (b) the value of good health habits, and (c) the importance of community health and safety.

The Health Service and Physical Education Departments should cooperate in the planning and presentation of an assembly program which stresses these objectives.

The following suggestions from the Children's Bureau, United States Department of Labor² may be helpful in planning the assembly program.

1. What a high school pupil should do about protecting his health—panel of three high school pupils.
2. The health program and achievements of High School during the past year—Director School Health Service.
3. Health needs and services for youth in our county and city—Representative from city or county health department.
4. How and where medical and dental care may be obtained when needed—Representatives from the county medical and dental societies.
5. Vocational opportunities in health service—Public health officer.
6. In an all-school assembly a short play given by elementary school pupils may be substituted for two or three of the preceding numbers. The plays, "The Garden of Cleanliness" and "The Happy Health Way" are appropriate.³

An alternative program might be in the form of a discussion of a special health hazard upon which education is needed in a particular community, e.g. nutrition, safety, tuberculosis. If the Assembly Committee wishes to preserve the traditions which surround May Day, its age-old symbols, the May Pole and the May Queen, can be incorporated into a more elaborate program. Wagner⁴ suggests the following program:

Theme—The Blossom Festival

1. The Blossom Queen's Maidens decorate the throne.
2. "Welcome Sweet Springtime"—Rubenstein, by the school.
3. Garland Dance. At the close of this dance the girls should take their places on either side of the throne.
4. Procession of the Blossom Queen and Attendants.
5. Natural Dance
Balloon Dance.
6. The Queen wishes a story. One of the members of her court relates "The Legend of the Arbutus."
7. The Maypole dance.
8. Song appropriate to the occasion by the school

I AM AN AMERICAN DAY

Third Week

Citizenship Recognition Day authorized by Congress and proclaimed by the President can be of lasting significance to native-born and foreign-born Americans alike. The present national and world situation makes an intelligent consideration of the topic of great importance.

An assembly program for pupils who may not attend the general community programs can

²Edith Rockwood, Consultant in Child Welfare, Children's Bureau, U.S. Department of Labor, submitted to writer, August 12, 1943.

³Alta R. Keeler and Belle D. Hayden, "Two Child Health Plays," *The Instructor*, May, 1943, p. 43.

⁴M. Channing Wagner, "School Assemblies," *School Activities*, Vol. VI, No. 9, May, 1935, p. 12-14.

serve to emphasize the theme of the day, namely; pride in American citizenship, love of country, and gratitude for a democratic heritage.

SUGGESTIVE SCHOOL ASSEMBLY PROGRAM⁵

1. Presentation of Colors—by members of the Victory Corps.
2. "Star Spangled Banner" sung by audience.
3. Reading of the message of the President of the United States proclaiming the day—read by a member of Public Speaking or English class.
4. "America the Beautiful" sung by the school chorus.
5. The meaning of "I Am An American Day"—Short discussion by three members of the American history class.
6. Why I am glad to be an American—short talks by two naturalized citizens, a high school pupil, an alumnus, a member of the armed forces, and a new voter.
7. Pledge of allegiance to the Flag of the United States.
8. "America" sung by the audience.

GOODWILL DAY

(Combined with National Music Week)

Goodwill Day is celebrated annually on May 18 to mark the anniversary of the opening of the first Peace Conference at the Hague, May 18, 1899. Its observance was inaugurated by the International Council of Women and sponsored in this country by the American Peace Society. An assembly program in which the "Music of the Nations" is the theme may be utilized in the observance of this event, and also that of National Music Week. The following, representing part of a program presented in the assembly of the Miami, Florida Senior High School, is suggestive.

Theme: Music of the Nations

1. Hymn of the Nations—School Band
 - a. Parade of Flags
2. Britain
 - a. "John Peel" hunting song—Boys' Glee Club
 - b. "Away to Rio," sea chantey—Boys' Glee Club
3. Canada

"Maple Leaf Forever"—Chorus
4. India

"Song of India"—Band
5. China
 - a. "Ching-a-lu"—Chinese love song—Girls' Glee Club
 - b. "Flower of Dreams"—Girls' Glee Club
6. Mexico

"Cielito Lindo"—Trio in Spanish
7. Colombia, Bolivia, Peru, Venezuela

"Bolivar's Song of Freedom"—Boys' Glee Club
8. Jugoslavia

Slovakian Dance Song—Chorus
9. Russia
 - a. "Dark Eyes"—Solo by member of chorus
 - b. "Griddle Cakes"—Caucasian folk tune—Mixed chorus
10. America
 - a. "Ode to America"

b. "The Star Spangled Banner"—Audience
This program may be supplemented by discussions on "How Immigrant Peoples Have Become Part of the United States," or the contributions of immigrants to our social progress, science, industry, music, etc. The play, "The Psalms of America" by Gilmore,⁶ is also appropriate.

MEMORIAL DAY

This day has been set aside in most parts of the country (April 26 and May 10 in some of the Southern States), since 1868, for honoring the memories of those who have given their lives for their country. Memorial Day, 1944, should be of special significance to all our people. While the day as proclaimed originally by General Logan was intended to observe the services and sacrifices of our Civil War dead, there is no apparent reason why those who made "the supreme sacrifice" in the World War I or War II should not be honored. In many schools, the pupils co-operate with other agencies in a community-wide observance of the day by collecting cut flowers, making wreaths, etc. To supplement these activities, it is suggested that a school assembly program be presented. The following outline may be suggestive.

Program

1. "Star Spangled Banner"—by the audience.
2. Origin and meaning of Memorial Day—by a member of the social studies class
3. Poem, "In Flanders Field"—recited by member of English class
4. Dramatization: "They Also Serve" (*The Instructor*, May 1943)—by pupils
5. Reading: Lincoln's Gettysburg Address—by pupil
6. Reading of significant and dramatic excerpts from speeches of World War II leaders, Wallace, Churchill, Roosevelt—by social studies pupil
7. Pledge of allegiance to the flag—by school
8. Taps—by bugler

Suggested Topics for Other Assemblies in May:

Senior Farewell Assembly

Mother's Day

International Boys' Week

National Foreign Trade Week (week of 22nd)

Pupil Vocation Interests

Birthdays:

Horace Mann

Florence Nightingale

Ralph Waldo Emerson

Julia Ward Howe

⁵"Wartime Civic Education," Education for Victory, Vol. 1, No. 28, April 18, 1943, p. 12.

⁶Alice Clark Gilmore, "The Psalms of America," *The Instructor*, May, 1943, pp. 48, 62-3.

UNIFORMS

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News Notes and Comments

Austin H. MacCormick, noted penologist and executive director of the Osborne Association, has expressed his belief that the job of actually dealing with juvenile delinquents as human beings "is primarily a job for the local community. It is well that this is so, for it is not a job to be done on a cold, impersonal remote control basis."

"Extra-curricular Activities in Journalism Organized for High School Credit," by Emily J. Carlisle, appeared in the February and March numbers of *The School Press Review*.

A total of \$11,000 in Westinghouse Science Scholarships was awarded at Washington, March 7, to finalists in the third annual Science Talent Search. All recipients are seniors in high school or, in a few cases, newly enrolled as college freshmen.

Illinois Again First in *School Activities* Circulation

Illinois and Pennsylvania have for years been in close competition for the position at the head of the list of the forty-eight states in the number of *School Activities* subscribers. At the moment, Illinois is first, with Pennsylvania, Ohio, Texas, Michigan, New York, Missouri, Minnesota, North Carolina, and Wisconsin following in order.

Boys and Girls Week

In 1944, National Boys and Girls Week will be observed April 29 to May 6. Suggestions for observing this week are sent free, upon request, by the National Boys and Girls Week Committee, 35 Wacker Drive, Chicago.

To Sponsors of School Radio Programs

Sophie Miller, whose series of articles on "School Radio Programs" has appeared in the current volume of *School Activities*, requests reports from schools giving such programs. Her address is 93 Broadway, Kingston, New York.

"Reading List on the Four Freedoms and the Atlantic Charter," by Dorothy Elizabeth Smith is published by The National Council of Teachers of English, 211 West 68th Street, Chicago 21, Illinois, 29 pages (paper), 15 cents each, ten or more, 10 cents each.

Sponsored by the National Council of Teachers of English, the National Council for Social Studies, and the American Library Association, this timely list of books, suggested by President Roosevelt's statement of the Four Freedoms and the Atlantic Charter, will serve as an excellent reading guide for junior and senior high school students. Notes explaining the historic Freedoms and the Atlantic Charter precede the book listings, which include informative annotations. A three-page index makes the quick location of books possible.

Wanted

The name and address of a school system which makes systematic provision as generously and as adequately for speech training as it does for music or art. There is still some fear in school boards that speech work merely means a lot of fun getting amateur theatricals worked up to the minimum level at which tickets may be sold to an indulgent public.—George R. Staley in *New York Education*.

C. M. LeBeau, 264 Hamilton Avenue, Glen Rock, New Jersey, is making a study of "The Elementary School Child's Interest in the Comics." Anyone having data on that subject will help in a good cause by reporting to him.

Special Offer of Back Numbers of *School Activities*

Several hundred miscellaneous copies of *School Activities* are offered in packages of 27—no two alike and none of the current volume—prepaid for \$2.00. This makes available at a nominal price over a thousand pages of material, much of it activity ideas and entertainment helps that are as timely and usable now as when they were first published.

Women Save College Debating

College debating has managed to keep going after a fashion, though almost an extra-curricular war casualty. An important factor in its survival has been increased participation by women students.—*Journal of Education*.

"High School Extracurriculum Activities," by J. Lloyd Trump, is a 210-page book just published by The University of Chicago Press. In thirteen well-written chapters, this book discusses the management of extracurriculum activities in the public high schools of the North Central Association.

A Commencement Manual

The National Education Association again offers its "Commencement Manual" for the guidance of school people in preparing graduation programs. This manual summarizes commencement programs of 1943 and suggests plans and programs for 1944. It also includes scripts of various kinds for graduation use. Copies can be ordered from the association at 1201 Sixteenth St., N. W., Washington 6, D. C., at 50 cents a copy, with discounts of 10 per cent on 2 to 9 copies, 25 per cent on 10 to 99 copies, and 33 1/3 per cent on 100 or more copies. Orders amounting to \$1.00 or less must be accompanied by cash.

Eight million students over 14 years of age are looked upon by the War Manpower Commission as a "good source of part-time labor for war in-

dustries."

In an official statement on war uses of part-time labor, the Commission points to successful examples of carefully-worked out student-worker programs to guide schools, labor unions and industries.

Applicants for part-time work have been more numerous than the job openings available for them, says the Commission. In some areas, as in Baltimore, special part-time work divisions of the U.S. Employment Service have been set up. In San Bernardino, California, the USES maintains a branch office in the high schools.

The Civil Aeronautics Administration, in response to requests from high schools which have undertaken pre-flight aeronautics courses, will make available the Private Pilot Ground School written examination to qualified students of such courses who desire to take this examination. There will be no charge. The examinations will be given three times each year: January, May-June, and September.

Pioneer American Educators

The National Education Association announces publication of a new book which has a special appeal for teachers and prospective teachers. This volume, "Pioneer American Educators, tells the story of eighteen men and women whose vision and courage and diligence have helped to build our system of public schools and higher education into the great American institution that it now is.

Schools are being called on by the WPB to increase activities in paper-salvage campaigns because of the critical shortage of paper for all purposes.

School people with ideas to share with *School Activities* readers are invited to send them in at any time.

Spring Safety Suggestions for School Playgrounds

1. Check carefully each piece of playground apparatus. A recheck should be made periodically to insure its safety. Repairs, if necessary, should be made at once.
2. Outworn or poorly constructed equipment on the playground should be replaced.
3. Have children been instructed in choosing safe places to play?
4. Riding bicycles on play areas is dangerous and should not be permitted.
5. Good examples of safety behavior should be set for the pupils.
6. Pupils engaging in physical activities should not have pencils or other sharp objects in their possession.
7. Plan your softball or baseball diamonds so that there is no possibility of tripping over or running into wires, posts, fences, the school building, or other objects.
8. All broken glass, metal scraps and nails

should be collected and put into trash cans before the grounds are used. Holes and ruts should also be filled before groups are permitted to play on the school grounds.

9. When relays and running games are held, sufficient space should be allowed so that pupils can stop before reaching the wall, fence, or some other obstacle.
10. On playgrounds located near roadways and streets some common safe method should be adopted to retrieve balls which may roll or bounce into the streets and road.
11. Baseball back-stops and base lines should be checked and repaired before practice and games are held. Bleachers should also be inspected for safety of spectators.
12. Keep players and spectators at a safe distance during batting practice.
13. Keep spectators at safe distance during early practice and during contests of the shot-put and other throwing field events.
14. All games should be carefully supervised.

—*Delaware News Bulletin*

First and only state to give the votes to "teen-agers is Georgia. The issue was decided by the electorate on August 3, 1943. The amendment was ratified by a vote of 42,284 to 19,682. Similar proposals to amend state constitutions to lower the voting age to eighteen years were introduced this year in the legislatures of thirty other states, according to *Editorial Research Reports*.

Schools that follow the practice of binding their volumes of *School Activities* should check their files at this time. Back numbers to replace those that have been lost may be purchased at the single copy rate as long as the limited supply lasts.

"What a world this is upon which the imagination of modern men and women must play! A world which is in the process of building, through discoveries of new truth and application of hitherto unknown forces. A world in which the crust of old customs and conventions has broken through. It is a shattered world, with a civilization all but destroyed; but it stands on the threshold of a new era. What will be the shape of things to come? What will the new world be like? All this is in the hands of the young, who sees visions, and the old, who dream dreams."—

Lucius H. Bugbee

PUT FUN INTO SUMMER PARTIES.

Use Party-or-Picnic-of-the-Month. Complete program of games, stunts, quizzes and food suggestions for in or out door gatherings. \$2.00 subscription brings you loose-leaf notebook and 1 party each month for 1 year. June Spoon Party or Spark-in-the-Dark Picnic 25c each. Send money order now to HAVE SOME FUN (E), 5630 Kenmore, Chicago 40.

Something to Do

C. C. HARVEY, *Department Editor*

THANKS FOR YOUR GENEROUS HELP DURING THE PAST YEAR

As this is the last issue of School Activities for the 1943-'44 school year, I wish to thank all those who have assisted in gathering the material which has made this department possible. To principals and sponsors of activity groups in high schools must go a large share of appreciation for the descriptions of activities which are being carried on and for ideas which might be put into operation.

For enlisting the help of their classes in extra-curricular activities in developing material, I wish to express particular gratitude and appreciation to the following:

Ruth Strang, Professor of Education
Teachers College, Columbia University

Joseph Roemer, Dean of the College
George Peabody College for Teachers

Harold D. Meyer, Chairman
Department of Sociology, University of N.C.

Edgar G. Johnston, Professor of Education
University of Michigan

F. P. O'Brien, Professor of Education
University of Kansas

W. Scott Smith, Director of Placement
State Teachers College, Montclair, New Jersey

C. O. Williams, Professor of Education
The Pennsylvania State College

James Harold Fox, Dean
School of Education, George Washington Univ.

Earl K. Hillbrand, Dean
University of Wichita, Wichita, Kansas

Tracy F. Tyler, Associate Professor of Education
University of Minnesota

Marion Van Campen, Associate Prof. of Education
Kent State University, Kent, Ohio

To all of these as well as the many others whose names could not be listed in this acknowledgment, thanks are extended.—C. C. Harvey, Nyssa, Ore.

"THE STORY OF THE SCHOOLS" IS BASIS OF RADIO PROJECTS

A 15-minute weekly sustaining program broadcast from radio station WTRC, Elkhart, Indiana, is not only a source of school information to the citizens of the community, but its preparation also provides a practical semester's course in radio technique to scores of Elkhart Senior High School pupils.

The annual series entitled "Your Schools" is sponsored by the Public Relations Committee of the Elkhart Public Schools and is presented at 6:45 p.m. each Wednesday.

The detailed, behind-the-scenes work to produce the weekly chapters in the "story of the schools" is carried out by student members of the Radio English class. Operating as a work-

shop and following the principle of learning by doing, the techniques of radio script writing, production, sound effects, advertising, publicity, evaluation, et cetera, are carried out by the staff.

At the beginning of the school year pupils are invited to try out for voice and characterization tests. Recordings are made of outstanding voices and a classification card file is kept for future reference.

This year's programs have centered around Janie Weber, a typical high school girl, and her friends. Janie's weekly antics and problems have revolved about the Student Council, defense and patriotic activities, course entanglements, class parties, part-time jobs, school clubs, special projects, and the like. Her friends and relatives in the cast have also informed the listening audience of the activities carried on in the grade and junior high schools.

Rehearsals are conducted through the use of a public address system over which the cast "broadcasts" from one room to another under the surveyance of the student directors and the instructor.

Every week a portion of the regular 15-minute broadcast is given to school news. The special newscaster relates incidents of interest which have just occurred, along with information pertaining to events to be presented in the near future.

Special all-school programs of greater length, such as Christmas programs and the like, are presented before the entire student body and are broadcast by remote control from the stage of the high school auditorium.—Dean B. Smith, Assistant to Principal, School of Elkhart, Elkhart, Indiana.

AN EXTRA-CURRICULAR ACTIVITY COMBINED WITH NATURE STUDY

About the middle of February, when my students and I began to tire of winter and long for spring, we armed ourselves with jackknives and marched out of doors to cut off twigs from nearby willow trees. These twigs, about three or four feet long, were taken into the schoolhouse and planted in soil which had been stored in the basement the previous fall. We found that a large pail made an excellent container for the soil.

The responsibility of watering and caring for the twigs was shifted from one student to another. About the first of March, or a little later, green leaves began to spring forth, and before long we had a pretty, green bush which made a very attractive room decoration.

This extra-curricular activity, I decided later, may be combined with a curricular activity in nature study. For instance, the study of birds is always an interesting and valuable subject. In this activity, paper, life-size birds may be made,

colored, and fastened on the willow bush with tape.

When the study of birds has been completed, they can be torn off the branches. The little green willow bushes are merely miniature willow trees and can be planted on the school lawn any place where trees are needed. This activity has been carried on in a rural school, but it would be just as interesting and effective for a town school system.—Kathryn Bunn, Blooming Prairie Public School, Blooming Prairie, Minnesota.

TO PORTRAY SCHOOL LIFE IS AIM OF SCHOOL PAPER

"The Torch," school newspaper of Bulkeley High School, Hartford, Connecticut, has had an unique history. The school opened its doors for the first time in September, 1926, with an enrollment of about 1,000. Months before the new school was completed a group of resourceful students who knew they would be transferred to it were planning to establish a paper.

Within a month after the new high school was organized, the paper was firmly established, and eighty-five per cent of the student population subscribed to it. The paper has been self-sustaining since that date. At the present time the editorial board consists of fifty-five boys and girls who exercise great responsibility in conducting its affairs.

When the staff members come together, they are able to tell one another the comments that various readers have made on the preceding issue. In this manner the paper is made to reflect the life of the school and meet the tastes and desires of all students. "The Torch" is a member of the Student Activity Plan and shares in the financial arrangement set up under this organization.

It has been said that a high school can be built around a good school paper. "The Torch" has certainly played a vital part in the development of the school. It has taken the initiative in starting many of the activities such as student council, clubs, etc., and has sponsored many important drives, campaigns, and movements. Just now its policy is to promote projects which provide recreation for students and give them something to do in the school and the community which makes them feel that they are doing their part.—Gustave A. Tingold, Principal, Bulkeley High School, Hartford, Connecticut.

STUDENT CONTROL DAY BOOSTS BOND SALES

In order to promote the sale of bonds and stamps during the Fourth War Loan the Clinton, Illinois, Community High School Council originated a plan which might be of interest to others. The germ of the idea was suggested by a student and developed in detail by a committee.

The original plan was to tie up Student Control Day with the sale of bonds and stamps. The procedure outlined in the following paragraphs was

finally adopted. A student principal, vice-principal, and office secretary were elected by the student body from the school-at-large. Any student could become a candidate; but to get his name on the ballot, a student was required to purchase a specified amount of bonds and stamps. In the election, each student was permitted one free vote and additional votes for each ten-cent stamp purchased. After all candidates had announced, they were presented in assembly and permitted to make campaign speeches. Voting continued for two days with the candidates waging a friendly but vigorous campaign.

Student teachers were elected by members of each class. They conducted all activities of the class on the appointed day with regular teachers attending as students. Students were also in charge of study halls, the library, and the various activities throughout the day.

Student Control Day started with a special assembly at which an induction ceremony was held for the student teachers and the student administrative officers. The event closed with an all-school party in the evening.

The main purpose of the plan—that of increasing sale of bonds and stamps—was achieved in a gratifying measure. Students were given an opportunity to assume responsibility; and they proved, as students usually do, that our confidence in them was not unfounded. Before the day was over, both students and faculty had an opportunity to see themselves "as others see us." From a public relations point of view, there was much favorable comment and the Associated Press carried a story about the experiment. The project would be practical in any school seeking some means of promoting defense stamp sale.—Harrison E. Hierth, Sponsor of Student Government, Clinton Community High School, Clinton, Illinois.

COMMUNITY CENTER PROVIDES OUT-OF-SCHOOL RECREATION

The Social Committee of the Fenton, Michigan, Community Center last year received a delegation of high-school students who came to request "that something be provided for us kids outside of school." When asked what they wanted to do, the reply was: "Dance, but not all the time—we can arrange programs among ourselves to go along with the dancing." Then came a flurry of suggestions from the young people and charades, amateur shows, skits, active games were some of the eagerly voiced proposals.

Thinking that this outburst of enthusiasm might be only a spontaneous expression of need, it was suggested that the students talk the idea over with fellow class members, and if after a week, they still wanted an evening of fun together, to come back and report. They were back before the week was up—and in force. Even members of the seventh and eighth grades were along, all bubbling over with ideas for what they called "Fun Nites."

And it came to pass after two more meetings

of the student delegates with the adult committee, that a series of "Fun Nites" were planned. There were to be six evenings for each the junior and senior high students, over a period of twelve weeks, with each group meeting every other week. Music was to be the responsibility of the Social Committee, a student committee was to arrange the program each week, and students were to have charge of setting the house in order, selling refreshments during the parties, organizing stage presentations, presiding at the microphone, and distributing the free admission tickets which were used as a medium of publicity and to control admission.

At the first program for the senior group, relay games and a session at charades lasted for about two hours. From then on, dancing became the most popular part of the entertainment, with amateur programs ranking a close second. Music was furnished by a volunteer student orchestra.

At the first session for the junior group, two hundred youngsters jammed the Center building, making active group games difficult and dancing nearly impossible. Unforeseen difficulties made a change in plans necessary, and sixth graders were excluded, with the promise to have separate parties for them later. Then began a well-ordered and clever series of amateur programs. A variety of games, stunts, competitions, and performances featured each program. Boys learned to dance, lost their shyness, and group games became popular.

Six parties did not provide enough outside fun to satisfy the young people, and they were clamoring for more when the series closed. This left an unsatisfied need and assures the success of the second series, which will begin after a suitable lapse of time.

Did these programs meet the recreational needs of young people? The answer is "no", but the activities did provide a basis for the organization of a community-wide program of recreation for young people to be conducted in a Youth Center—a building open for a variety of out-of-school activities. When all plans are put into operation, these recreational activities should become an important supplement to the extra-curricular programs of the local schools.—Russell D. Haddon, Director, The Community Center, Fenton, Mich.

HERE'S A PLAN FOR STUDENTS TO DEVELOP A SUMMER CAMP

A high school located far from mountains or lakes may still have many of the advantages of a summer camp for its students, if the students will commit themselves to the project over a period of years. To give unity and continuity to the group effort an interested staff sponsor will be needed.

First, a site for the camp must be found. The plan proposed here is for students to publicize the need and to suggest how fitting and altruistic it would be for some citizen to present as a campsite for the youth of the community, perhaps twenty to fifty acres of land that may not be very valuable for farming. Such a gift could become

a monument to the memory of the donor and forever bear his name. The title should be in the name of the school district—with the purpose clearly stated. Perhaps Mr. Brown, who lives a few miles from the school, is ready to retire from farming, has few heirs, and is attracted by the idea of a Brown Youth Camp.

It is probable that brush or weeds would need to be cleared, a cabin or shelter house constructed or the existing building remodeled, a ball diamond and tennis courts built, and even a swimming hole provided. Such tasks could be undertaken by successive groups of boys who spend a few weeks during one or more summers. Materials and equipment could come from interested adult clubs and groups. A responsible caretaker could be permitted to live rent-free on the property. As the project developed, groups of girls might be permitted to share in the use and development of the camp.—F. P. O'Brien, School of Education, The University of Kansas, Lawrence.

THIS GROUP DID SOMETHING ABOUT LEARNING ETIQUETTE

The teacher of health at Mahanoy, Pennsylvania, High School wanted to vitalize the teaching of etiquette instead of merely talking about it and demonstrating proper procedures. She believes that to be healthy in the true sense one must have appropriate psychological and social adjustments.

With this philosophy in mind, she helped a group start what is called "The 400 Club." The purpose of this group is to give students an opportunity to learn and practice correct social behavior. The program, ideals, eligibility rules, etc., were planned by a group of students, under her supervision.

Any student in the high school could become a member by living up to certain requirements in personal appearance and manners. A regular social program at school and out-of-school was planned. A debutante and her attendants were elected by the group each semester. Before a social event, the proper procedures were discussed and then promptly put into action. A dating bureau was installed within the Club—each girl having an escort for parties, dances, teas, picnics, etc. In the spring a dinner dance is held. Funds for this affair are secured from small dues paid into the Club during the year.

This Club seems to be successful in carrying out the function for which it was organized. It has made not only the members but the entire school conscious of the importance of good manners.—Norma Norfing, Mahanoy Township High School, Mahanoy, Pennsylvania.

ASK STUDENTS TO PRESENT BIRTH CERTIFICATES FOR REGISTRATION

All beginning and new students of the Billings, Montana, schools are invited to present their birth certificates for registration. During recent years, the public generally has become aware of the importance of accurate and reliable records of

personal information. This has been emphasized by the demands for birth certificates and the difficulty which many persons have experienced in attempting to secure acceptable evidence from which a delayed registration of birth might be made.

In the last two years hundreds of adults have written the Billings schools asking for a statement of birth as shown by school records. As they probably will be asked to continue this type of public service, records should be prepared accurately. Presenting birth certificates upon entering school will permit placing the child's date of birth on the permanent record with the note "by birth certificate."

Students do not bring their birth certificates on the first day of school. After the rush of the first few days and after placements are reasonably final, teachers advise students and parents that the certificates may be presented. We believe that this is a service which boys and girls will appreciate when they become adults. It would be a good thing if schools throughout the country would invite students to present their birth certificates for registration. This would not only make students conscious of the value of the certificate, but it would also assure the schools of accurate records.—M. C. Gallagher, Superintendent of Schools, Billings, Montana.

HIGH SCHOOL GIRLS SOLVE YULE CARD MAIL PROBLEM

Heave-ho! Women to the front again.

Going to school by starlight one morning, Viola Norton, president of the student council at Girls Polytechnic School, Portland, Oregon, bumped roughly into a young soldier whose back was bent by his load of mail. "Don't interfere with the U. S. Mail—you," jokingly warned the tall, fighting man who had been lent to the post office department so that civilians could get their 1943 greeting cards the same as in years when there were no wars.

"I got an idea," announced the tiny, dynamic president at a student council meeting that day. Billy Farley, council secretary, carried the president's idea to Margaret Osburn, dean of girls.

The idea carried out was the establishment of a postoffice for exchange of messages within the school. With 550 students, all a friendly bunch of girls, it was certain that several thousand cards would be exchanged. A mail box was placed beside the Christmas tree in the entrance hall, and a room with containers was set aside for sorting the mail.

Twenty-five "mailmen" were appointed, one for each room, and on this morning, a truckload of Christmas cards was taken in hand and distributed within an hour. Not a girl was missed.

Cost of mailing? One tuberculosis stamp. Put this idea in your "Something to Do" scrapbook for further study next December.—H. J. Peterson, Principal, Girls Polytechnic High School, Portland, Oregon.

DEMOCRATIC GROUP ACTIVITY EMPHASIZED AT BOYS TOWN

Boys Town, founded in 1917 at Omaha, Nebraska, is twenty-six years old. Started with five boys, today Boys Town is a City of Little Men with some thirty buildings, located ten miles west of Omaha, and comprises 760 acres of farm land.

Sam Trewolla, seventeen years of age, of Washington, D. C., is the current mayor of Boys Town. He is a sophomore in the Boys Town High School, and was a member of the football team for the last two years. Nine other boys serve as commissioners of Boys Town under the commission form of government. The boys have their own program of self-government and actually operate their own governmental set-up. They learn the principles of self-government by actual experience. These officials are elected by the boys themselves twice each year and serve for a six-months period.

Boys Town citizens range in age from twelve to eighteen years. The school system starts with the fifth grade and runs through a four-year high school course. In addition to academic subjects, six trade courses, physical education, and music are offered. After school, there is a program in hobbies, crafts, and club activities. Then, too, there are recreational activities and the regular high school athletic program.

Every Boys Town citizen has certain daily chores to perform. We feel that by so performing a chore each day a boy learns responsibility. Every boy should have certain responsibilities.

Boys have come to us from practically every state—they were homeless and abandoned boys, a large percentage orphans. Every effort is made to help them become good American citizens. In a few instances our boys have stubbed their toes and erred through no fault of their own. They were the victims of neglect.

Twenty-six years ago I made the statement that there is no such thing as a bad boy. Since then, I have dealt with over 5,000 boys and can truthfully say that this statement is correct. A boy given the proper guidance, direction, love, care, and understanding will prove that this statement is true.

To the youth of our country, I say: Don't waste, but make the most of your leisure time. Find yourself a hobby, get into a planned after-school program such as those of the Boy Scouts or the Campfire Girls.—Father E. J. Flanagan, Founder and Director, Boys Town, Nebraska.

BOYS LEARN HOMEMAKING GIRLS STUDY FARM WORK

An innovation at the Hot Springs County High School, Thermopolis, Wyoming, is the trading of places for a few weeks each year by the girls studying homemaking and the boys preparing to be farmers.

Agricultural classes and the local chapter of the Future Farmers of America carry on under the direction of the home economics teacher and sponsor of the Future Homemakers Club. While boys are being inducted into the mysteries and responsi-

ibilities of home management, the boys' regular teacher attempts to acquaint girls with the science of cultivating the ground and the various activities connected with the production of crops and livestock on a farm. Occasionally the groups hold joint sessions for discussion and exchange of ideas.

Boys concentrate on household arts, how to care for clothing, home recreation, nutrition, and elementary principles of cooking. That this learning is effective was proved by the boys when they demonstrated their skills at an all-school program.

Girls are occupied in practical experiences which give them a knowledge of field and light work around the farm, such activities as how to test milk, care for animals, repair and use electrical appliances, soldering and repair of cooking utensils, and operation of certain kinds of machinery. While the skills learned and the appreciation acquired are important, especially at the present time when labor shortage makes it necessary for girls to do many new tasks, this procedure of swapping places is practical due to the fact that on the modern farm there are few jobs "just for boys," or "just for girls."—Rachel Addison, Hot Springs County High School, Thermopolis, Wyoming.

GIVE YOUTH EXPERIENCE IN COMMUNITY ACTION

The movement to take youth out into the community, to have them see the factors of social life in operation, and to contribute to community needs in appropriate ways represents an awakening to the demand for more realism in the education of youth.

Education of this kind effectively counteracts impersonalized urban community living. When youth have opportunities to get firsthand impressions of social issues, refined by carefully guided study, and supplemented by participation in affairs of their own, they will be well on their way toward alert, informed citizenship. Leadership must see that emphasis is upon responsible co-operative behavior as basic to living in a democracy within an interdependent world.—From "Group Experience—The Democratic Way," Bernice Baxter and Rosalind Cassidy, Harper and Brothers, 1943.

HOME ECONOMICS CLUB DAY SERVES USEFUL PURPOSES

When the school does not have an adequate activity program, what can be done to meet the need of pupils for enjoyable leisure time? Each year in our county is held what has come to be called "Home Economics Club Day." Girls from all schools meet at a place centrally located for an entire day of activity and recreation.

Officers are chosen from the local clubs to serve the county organization. Discussion groups to deal with various questions are featured at the meetings. Such questions as, "What should a tenth-grade girl know about manners?", are discussed by pupils. After a luncheon served by the

girls, a program of entertainment is held. This consists of a presentation from each school represented—style shows, demonstrations, plays, readings, etc. One of the things of interest connected with the meeting is an exhibit from each school.

This affair has added much to the interest of girls in home economics work and it seems to meet a need of rural schools. It is educative, provides recreation and social contacts for the girls, and is an excellent medium for the exchange of ideas among different schools.—Florence Snyder, Woodbury High School, Woodbury, Pennsylvania.

IDEAS IN BRIEF

In Aberdeen, South Dakota, an organization called "The Citizens Council for the Protection of Youth" has been organized. This group has for its purpose the protection of youth of the community against illegal and subversive conditions or influences, and to aid in developing activities which may be helpful in the proper protection of the welfare of youth.

Each spring an Open House and Alumni Homecoming Day program is held by the Metropolitan High School, Los Angeles, California. The program is arranged by the Boys' and Girls' Leagues. Purpose of the day is to keep the public and alumni interested in the work of the school. An attempt is made on this day to give visitors information which will be valuable to them.

At the University Demonstration High School, Morgantown, West Virginia, Wednesdays of each week are designated "Free Wednesday," and the pupils are given an opportunity to plan their day's program under the guidance of their homeroom teachers. This self-guidance day has been started as an experiment to encourage student initiative and resourcefulness in planning and participation. Activities of this day are determined by the students on the basis of individual needs and individual interests.

The Lindbloom, Chicago, Illinois, High School holds an annual program to acquaint the Parent-Teacher Association with the activity program of the school. At this program, parents are given an opportunity to see their sons and daughters in action. Parents are given an opportunity to take part in some of the activities. Demonstrations and exhibits make up an important part of the program.

Following a unit of study based on the local government, students of Union High School, Red Bluff, California, developed a list of suggestions for civic improvement. These suggestions were presented to the regular city council which gave consideration to them and acted on certain recommendations. One result was that civic students received an invitation to attend meetings of the council regularly.

Ferndale, Washington, High School set aside

three days during the current school year to be devoted exclusively to the sale of bonds. These have been designated "Bombing with Bonds" days, and all activities of the school on these days are concentrated on the sale of bonds. The plan has been found much more successful than campaigns lasting for a considerable period of time, according to school officials.

Spurred on by the hope of obtaining the radio program, "Truth or Consequences," on a national hook-up from their auditorium, students of the Okmulgee, Oklahoma, High School collected 122, 316 pounds of scrap paper, about twice the total weight of all students enrolled in the school. The student council reports that the campaign was very beneficial in helping the student body reach a deeper understanding and unity as well as of service to the country.

Some ideas for activities: Learning to know the community and its history. Learning the activities carried on in other schools. Finding out how young people spend their leisure time. Marking historic spots in the locality. Carrying on courtesy or friendship campaigns. Making surveys of possibilities for summer jobs. Keeping a personal budget of time and money. Collecting money-raising ideas for school organizations.

HISTORICAL DATES FOR MAY

May 1, May Day or Child Health Day. This event has a wide observance in the schools and colleges of America.

May 3, 1765, Dr. John Morgan and Dr. William Shippen, Jr., established a medical department in what is now the University of Pennsylvania. It was the first school for the training of physicians organized in America.

May 5, 1862, the battle of Guadalupe was fought between a Mexican and French force. The day is one of the most important in Mexican history and is celebrated as Cinco de Mayo, or Mexican Independence Day.

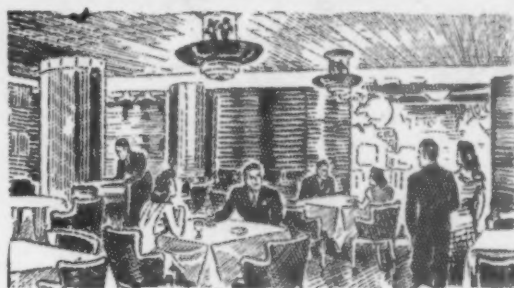
May 6, 1856, Robert E. Peary, the discoverer of the North Pole, was born at Cresson, Pennsylvania.

May 10, 1869, at Promontory Point, Utah, the rails were joined which completed the first transcontinental railroad.

May 12, 1820, Florence Nightingale was born at Florence, Italy. The anniversary of her birth has been observed as Hospital Day since 1921. May 12 has also been celebrated as American Indian Day by a number of patriotic organizations since 1915.

May 13, Mother's Day. The observance of May 13th as Mother's day dates from 1907. May 13, 1607, one hundred five colonists landed at Jamestown, Virginia, and established the first permanent settlement in the Colonies.

May 17, Norwegian Independence Day. The Norwegians in America and elsewhere celebrate May 17 as the anniversary of the independence of



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their country.

May 21, 1927, Charles A. Lindbergh, a professional aviator, completed his non-stop, record flight from New York to Paris.

May 24, British Empire Day. Empire Day, the anniversary of the birth of Queen Victoria, is observed in the United States by British citizens and persons of British ancestry.

May 25, 1803, Ralph Waldo Emerson, one of the best known American writers, was born in Boston, Massachusetts.

May 28, 1807, Louis Agassiz, who won lasting fame as an American naturalist and as an inspiring teacher of science, was born at Motier in the Canton of Friburg, Switzerland.

May 30, Memorial Day. The formal observance of Memorial Day, or Decoration Day, as it was called for many years, dates from 1868.

May 31, 1819, Walt Whitman, whose influence on American poetry is greater than that of any other writer, was born at West Hills, Long Island, New York.

MAY

Spring's last-born darling, clear-eyed, sweet,
Pauses a moment, with twinkling feet,
And golden locks in breezy play,
Half teasing and half tender, to repeat
Her song of "May."

—Susan Coolidge

Assembly Programs for September

NOW IS the time for the assembly committee to make plans for the 1944-45 school year. If before the close of school this spring, general plans for next session and some specific arrangements for next September are made, the programs should begin in the fall with a momentum which should result in an effective year.

Readers of *School Activities* have requested that the feature on assembly programs began in September, 1943, be continued, and that suggestions for specific programs be published a month in advance of the date for which they are scheduled. Thus the suggestions and ideas for the first month of the 1944-45 school year are printed in this number.

The policy of proposing an outline of one program for each week throughout the school year will be continued. Emphasis will be given to programs schools have found practical and outstanding, to new types of programs, to reports from assembly committees, and to methods schools have found successful in improving their programs.

In order to attempt to give unity to the series of weekly programs suggested, a general theme has been selected for the year. A subordinate theme, to which all programs will be related, has been selected for each month in the school year.

"For this we fight" is the general theme which has been chosen. This theme was inspired by the examination of the types of programs given in a large number of secondary schools during the current year. It does not mean that the programs need necessarily be related directly to the war.

A high school teacher recently stated: "Surely nothing is more typically American than the school assembly." Americans, young and old, in war and peace times, are fighting for the things which make our country great. Our first objective, of course, is to win the war. But there are other goals for which we fight—to become worthy citizens, to improve our schools and communities, to protect our homes, to promote health and safety, to improve our government, to plan for the postwar world with its numerous problems, and many other ideals.

In suggesting programs based on or related to this broad theme, the three-fold purpose of assemblies—to educate, to interest, and to build morale—will be kept in mind.

PROGRAMS FOR EACH WEEK IN SEPTEMBER

There are many types of programs which would be appropriate for the first month in the school year. September is a month rich in historical dates and events suitable for special-day programs. It is a time when students are exceptionally alert and eager to participate in activities. Among the special dates are: Labor Day, September 4; James Fennimore Cooper's birthday, September 7; Francis Parkman's birthday, September 16; Constitution Day, September

C. C. HARVEY

Nyssa Public Schools
Nyssa, Oregon

17; Nathan Hale Day, September 22; and William H. McGuffey's birthday, September 23.

"Our school as a symbol of American ideals" is suggested as the theme for programs during the month of September. The programs should be planned to stress this theme by showing the part played by education in the war, in making our country great, why it is necessary for education to go on during wartime, how our schools stand for the ideals for which we are fighting, and the part students must play in preserving these ideals. The programs should focus attention on the problems which the schools will encounter during the year, the task of students in helping to solve these problems, and serve as a sort of orientation and socialization program for the student body at large.

FIRST WEEK

This initial program might be called "The Welcome Assembly." It is important that it create a favorable impression on new students. It should be such as to give each student a feeling of pride in belonging to the school, and an eagerness to enter into its work and activities as a loyal school citizen. It might be appropriate to relate the program to Labor Day, which in many places will be the day before or the same day the school term begins. The exercises can be planned in such a way as to give recognition to students who have been employed in various kinds of useful work during the summer vacation.

In many places it is customary for the president of the student body or council to preside at the first assembly. If the council has not elected its officers, then the assembly committee should select one of the most competent student leaders to serve as chairman.

SUGGESTIONS FOR PROGRAM

Selections—Band or Orchestra

Devotional Exercises (policies of school permitting)

Short Talks—"Welcome to new and old students and teachers."

1. A Graduate, representing Alumni
2. The Principal, representing Faculty
3. A Student Leader, representing the student body

Response—A member of the freshman class

Singing—School and Patriotic songs—Led by student or teacher

Short Talk—"Our school and its ideals"—A Senior Girl

Extemporaneous Talks: The chairman might ask for volunteer speakers to tell of their various experiences during the summer months in work,

travel, activities, etc. Another plan would be for him to ask for comments on various topics such as, "What the school should accomplish during the year," "Why students should remain in school instead of getting a job which will aid the war effort," or "Our school as a symbol of democracy."

Pledge of Allegiance and singing the "Star Spangled Banner" in unison by student body

SECOND WEEK

It is suggested that the second program be somewhat of an orientation assembly dealing with the history, purposes, and activities of the school. Part of the exercise might be the induction of officers of some of the leading student organizations, but too much time should not be given to rituals which usually are given because they are traditional and not for their educational values. The emphasis should be on what the different groups stand for, the things they do, and the part they play in school life.

The participants should be students whenever practical, but on some parts of this program, it is probably wise to have faculty members explain certain school functions. The program should stress the part the school expects to play in the war effort during the year, problems the schools are facing, and the importance of working together to achieve common goals. It would be an opportune time to discuss with the student body plans for a recreational program for the school. The matter of recreation for students is a very great problem at present, and if current trends continue, it may become even more serious next year.

The assembly committee should select a student chairman for this program who has the ability and personality to give a good account of himself, or herself, as the presiding officer. The one selected should have the skill and ingenuity to preside in such a way as to make the program stimulating and interesting and to serve as the leader in discussions.

SUGGESTIONS FOR PROGRAM

Selections—School Band or Orchestra

Introduction—Chairman

Short Talks:

"History of the School"—Student

"Purposes or Goals of School"—Principal or teacher

"School Organizations and Extra-Curricular Activities"—Student Representatives of various groups

Interviews: Let competent students interview representatives of the Social Science, English, Commerce, Science and Mathematics, Home Economics, and Physical Education Departments on the purposes, plans, and importance of their courses.

Forum Discussion—Led by Chairman. (Suggested questions: What kind of America do we want after the war and what is the part of the schools in the fight to bring this about? What are some of the problems which confront the schools this year and how can students cooper-

ate in their solution?)

One Act Play—Dramatics Club ("Short Wave" by Clark Stevens, The Northwestern Press, is a non-royalty one act play which emphasizes the necessity for vigilance on the home front, and might be appropriate for this program.)

Pledge of Allegiance and the singing of "America the Beautiful" or the school song in unison by the student body.

THIRD WEEK

It is suggested that the third program be given in observance of Constitution Day. This event, September 17, falls on Sunday this year, and possibly the most appropriate time for the program is the third week of school. The purpose of a Constitution Day assembly should be to stress the American ideals granted in the Constitution, to emphasize the rights and liberties guaranteed citizens in this document, and to give students a better understanding and greater appreciation of democracy.

A citizenship or history club might serve as the sponsor of this program, or it could be based on the activities of a social science class. If the program is arranged by a special group, one of its most competent members should be chosen as the presiding officer. In a few high schools the prayer used by the cadets of the United States Military Academy at West Point in their chapel exercises has been adapted for use in assembly programs. It might be appropriate to write to the Academy and secure a copy of the prayer for use on this particular program.

SUGGESTIONS FOR PROGRAM

Medley of Patriotic Airs—Band or Orchestra

Introduction—"The meaning and significance of Constitution Day"—Chairman

Dramatization—"Important events in the history of the Constitution"—Dramatics Club or the History Class

Short Talks:

"The American Ideals Stated in the Constitution"—Student

"Meaning of the Bill of Rights"—Student

"What Price Liberty"—Student

Poem—Longfellow's "The Building of the Ship"—Student

Panel or Forum Discussion—Led by Chairman. (Suggested questions: Is the Constitution as important for our future as it has been in the past? Aside from winning the war, is there anything as important for America as the preserving of our Constitution? How important is the Bill of Rights and are these rights endangered by the war? What new amendments to the Constitution have been proposed?)

Pledge of Allegiance, repeating the American Creed, and singing of "America" in unison by the student body.

FOURTH WEEK

"On the fields of friendly strife are sown the seeds, which in other years on other fields, will bear the fruits of victory." This quotation, written by General MacArthur when Superintendent of the United States Military Academy, might serve as the theme of this assembly to stress the

physical fitness and athletic programs of the school.

Since the outbreak of the war, much emphasis has been given to the value of athletics and physical education in developing fitness for service in the armed forces. The program may be made to serve a dual purpose of giving emphasis to physical fitness and beginning the athletic program—in most schools the first football game is played the fourth week in September. The following might be suggestive to schools in arranging such an assembly.

SUGGESTIONS FOR PROGRAM

Selections—School Band or Orchestra

President of student council as chairman outlines briefly the purpose of the program, stressing the importance of school spirit, loyalty, and sportsmanship.

Talk—"Our 1944-45 Physical Fitness Program"—Representative of Physical Education and Athletic Department

Interviews—Let members of the school paper staff interview school officials in regard to the physical qualities necessary for the various branches of the services and how the school program is designed to meet this need. If possible, have a representative of the armed forces present to talk or be interviewed.

Presentation of the football captain by the chairman who, in turn, presents the squad.

Meeting is now turned over to the cheer leaders who conclude the program by leading the student body in giving the school yells and singing the school song.

The following ideas for a football assembly program were contributed by the Senior High School, Leesburg, Florida:

Introduction of first team and squad with comments by the coach

Demonstrations of offensive strategy:

- (a) The quarterback's best bet
- (b) Basic formation play
- (c) Notre Dame offense—off-tackle play

Show play developments, blocks, timing, etc. Then sample of basic pass play development from formation, and of deception that may be developed. Explain that this is what the fans fail to see: the mouse trap, cross blocks, fakes, etc.

Might later be developed into another program on defensive strategy, another on quarterbacking, one on line play, etc.

A SCHOOL WAR SAVING PROGRAM

This program is based on suggestions made by the Education Section, War Finance Division of the United States Treasury Department. It may be substituted for one of the programs suggested above, or scheduled for the date during the month which is most appropriate.

The purpose of this high school war saving program is to dramatize summer sales reports and set new goals for the coming months, by launching some campaign such as the "Buy-a-Plane Campaign." "New war saving goals for the school year" might be taken as the theme.

SUGGESTIONS FOR PROGRAM

Music—National Anthem or other patriotic song

Pledge of Allegiance

Reports of the summer War Savings purchases. This may be dramatized in a number of ways. Homeroom or class representatives can come to the stage carrying sandwich board announcements of their total summer savings, or they can chalk up their achievements on a thermometer sales chart on the stage. The use of the loud speaker or music will help to dramatize these totals.

Presentation of the Schools-at-War flag to the school if the summer record shows that 90 per cent of the students have participated regularly.

Music—The Army Air Corps song

Announcement of the "Buy-a-Plane" campaign in which any school may enroll. (See the February and April issues of "Schools At War".)

Mock Broadcast—"Stay With It"—Fifteen minute dramatic script available on request to State War Finance Offices. For high school production, includes boys and girls, explains the "Buy-a-Plane" campaign, and the urgency of increased savings of working students.

Selections from Band or Orchestra.

JUDGING ASSEMBLY PROGRAMS

The importance of evaluating assemblies has been emphasized frequently in these articles. The Assembly Committee of Jefferson Senior High School, Roanoke, Virginia, whose chairman is Miss Clara G. Black, has developed the following "Score Card for Judging a Series of Assemblies":

1. Have the different assemblies shown a variety of types?
2. Have they been planned on the basis of student participation?
3. Has the series been well balanced and has it shown evidence of a unifying purpose?
4. Has there been evidence of organization and preparation?
5. Has there been an orderly manner in convening and dismissal?
6. Have all school interests found opportunity for expression?
7. Is there evidence that school spirit in general has improved?
8. Has there been ample opportunity for developing student initiative?
9. Have the programs possessed features of wholesome entertainment?
10. Have they assisted the community in worthy drives and projects?
11. Have they developed school citizenship, leadership, and sportsmanship?
12. Have there been any results noticeable in unifying the activities of the school as a whole?
13. Has there been an attitude developed toward the improvement of scholarship standards?
14. Have the interest and courtesy of the audience been manifested toward participants?
15. Have the programs planned by others than

students been beneficial to the latter?

16. Is there evidence of mutual understanding and unity being developed among the students as a whole?
17. Has there been fostered a "get together" and "help one another" attitude at all times?
18. Has there been any enthusiasm evident in looking forward from one meeting to another?
19. Have the various meetings shown that they were definitely and effectively administered and supervised?

REPORTS OF ASSEMBLY COMMITTEES

Eastern High School, Lansing, Michigan. The assembly committee is appointed each semester by the president of the student council. In former years, assemblies were held regularly every week—about half of them student talent, the others outside speakers or entertainers, with an occasional exchange assembly with a neighboring high school—but in recent years, due to the increased work activities of students and a heavier school curriculum, our assemblies are somewhat irregular.

Here are the tests of some student produced assemblies which have proved successful in the past:

Friendly Week Program (near the opening of the school year):

- a. Installation of the President of the Student Council and President of the Girls' League.

b. Introduction of new teachers.

- c. Interviews with members of various classes, covering such topics as: School Spirit, First Impressions of Eastern, What the School Needs Most.
- d. Skits (serious and humorous) on how to get acquainted.
- e. School song.

Courtesy Week Program:

- a. Elaborate and colorful coronation ceremonies for the king and queen of courtesy, previously elected by student body.
- b. Entertainers from the student body summoned to give a command performance before the king and queen.
- c. Presentation of courtesy award (Knight of courtesy, unknown to the students, has selected person performing the most courteous act during the week).

Book Week Program:

- a. Living Books: Tableaux or pantomimes or skits from well-known books.
- b. Library quiz: (1) Both faculty and student contestants. (2) Questions about books and use of the library asked by librarian.

Music Appreciation Program:

- a. Demonstration of choir members of vocal qualities and range of voice.
- b. Demonstration of musical instruments.
- c. Identification of well-known songs, popular and classical.

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GREENWICH, CONN.

Easter Program:

Presentation by the choir of "Seven Last Words" by Dubois.

In addition to these assemblies, Eastern has the usual type of programs, demonstrations by the science department, plays by the drama club, and instrumental and vocal programs by the music department.—Helen I. Benjamin, Chairman of Assemblies.

Pendleton Senior High School, Pendleton, Oregon. Programs are scheduled at the beginning of a semester, so that each assembly is carefully planned weeks before it is presented by the students and adviser of the organization in charge. Although a variety of programs is presented each year, there are five which have become traditional in the school: the Band, *Lantern*, and three competitive programs.

For many years it has been the custom for the three classes to compete throughout the year for points awarded for scholarship and for activities. One way for a class to earn points is to present the best assembly program. The three programs are given in observance of the leading holidays: the juniors sponsor a Thanksgiving program; the seniors, a Christmas program; and the sophomores, a patriotic program, usually for Washington's birthday. Judges appointed at the beginning of the school year choose the winning program. The object of these programs is to encourage as many students as possible to participate in assemblies. This year the programs featured speech activities, plays, dances, and a variety of music.

The Lantern, Pendleton school paper, lends its name to an assembly which creates much interest among both students and townspeople. This program features student talent, usually in the form of a radio broadcast, composed of music, dances, and skits of various kinds. Because of its clever continuity and popular songs and dances, it has become an important part of the year's entertainment. Any student is eligible for a part on the program. The director is the paper adviser who chooses the cast and plans the program. Journalism students write the continuity and dancers work out their own steps.

Pendleton is proud of its outstanding band which presents an annual concert assembly program. Its purpose is to raise the standard of music appreciation in the school and community. Popular as well as classical music selections are presented.—Laura Parker.

University of Chicago High School, Chicago, Illinois. Assemblies usually begin with the singing of patriotic or school songs. This serves to integrate the group and give it an "esprit de corps." The main part of the program usually

consists of a talk by a graduate who has become prominent, or dramatic skits by students, or the transaction of some business concerning the school as a whole—for example, presentation of candidates for school offices. Faculty business is never transacted at assemblies and very rarely does a member of the teaching staff participate in programs. The assembly committee which arranges programs is composed of five students and two faculty advisers.

The most successful programs are those in which students put on original plays and skits. For instance, the purpose of our assemblies this year is to inform students on the History of University High School. In implementing this purpose we have had one assembly which was centered upon the life of the man for whom our building was named, and a second which reproduced a 1920 class being taught by 1920 methods, and a 1944 class being taught by contemporary methods. Sometimes the programs are topical. For example, we found that students were listening to too many "hair raising" radio serials, and so the students planned an assembly in which these serials were exaggerated, burlesqued, and satirized to a point where students realized how ludicrous some of the radio programs they listen to are.

Any success that our assemblies have is due to these factors:

1. By and large, they are student planned and student operated.
2. During the course of the year, they have some unifying objective. They are designed to put across some message or some piece of information; for example, informing students more fully concerning the history of the school.
3. Each assembly is evaluated. Questionnaires are sent out, or the assembly is discussed in homerooms. Comments, favorable and unfavorable, are communicated to the assembly committee, which thereby is aided in planning and improving the future programs.
4. Every student is free at any time to suggest topics for future assemblies.—Robert L. McCaul, Chairman of Assembly Committee.

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Comedy Cues

A European visitor to America suggested that "fish" should be spelled "ghoti." "Gh" as in "rough," "o" as in "women," and "ti" as in "nation."—*The Texas Outlook*

LAUGHED ANYWAY

"Dear Dad—We wish you could have come to the school concert. We did 'Hamlet.' A lot of parents came. Some of them had seen it before, but laughed just the same."—*Montreal Star*.

PROOF

Mrs. Jones was very proud of her son, who showed promise as an athlete.

"Yes, he must be a very fast runner," she explained proudly to a neighbor. "Look at this newspaper report of the sports yesterday. It says he fairly burned up the track.

"And it's quite true," she added, confidentially. "I went to see the track this morning, and it's nothing but cinders."—*Balance Sheet*.

IDIOTS

The college freshman was attending a reception that went along boringly enough until he finally engaged in conversation with an unusually pretty coed. After a while she asked him, as nobody should ask a freshman, how he was getting along in his studies.

Good enough, he told her, except for one class that promised to be the death of him. The professor, he explained, was a doddering old idiot who'd never had a good idea in his life, and who furthermore lectured from notes yellow with age, etc. And he named class and prof.

There was a brief silence, and then the girl asked, "Do you know who I am?"

"No," said the freshman, "but I'd like to."

"I'm that old idiot's daughter," explained the girl.

The silence now was longer. "Do you know who I am?" finally asked the freshman.

"No," said the girl.

"Well," said the boy, weakly, wiping his forehead, "that's something!"—*Journal of Education*.

WOULD DISAPPROVE

A modern young woman arrived at her grandmother's house wearing a fashionable backless evening frock. Grandma lectured her: "It's shameless. I dread to think what your mother would say if she saw you in that dress."

The young miss smiled. "I dread it, too. You see, its hers."—*Journal of Education*.

A PLACE FOR INSIGHT

Judge: "Come now, you really don't think he meant to put your eye out?"

Pat: "No, I don't; but I do believe he tried to put it further in."—*Messenger*.

WHAT ARE CADDIES FOR?

Rich Father: "There's no sense in teaching the boy to count over 100. He can hire accountants to do his bookkeeping."

Professor: "Yes, sir, but he'll want to play his own golf, won't he?"

ALL COLORS

When a man is rebellious, he is red. When he is afraid, he is yellow; when straight, he is white; when he is loyal, he is true blue; when he is dumb, he is green; and when he is uninteresting, he is colorless.—*Stuckey's Tip and Clip Sheet*.

THE REPLY TART

Prof.—What books have helped you the most?

Student—Mother's cookbook and my Father's checkbook!—*Michigan Education*.

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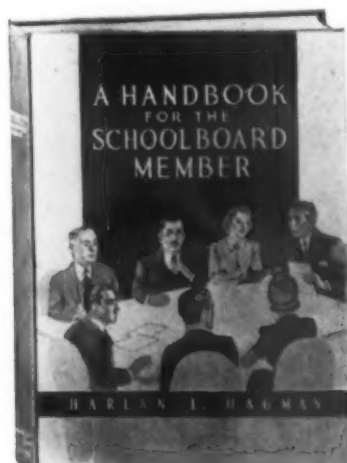
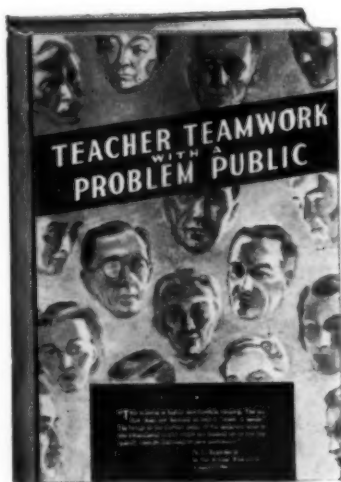
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Because of the complex interrelation of the various extra-curricular activities and interests, many of the articles listed here might properly have been classified under a number of headings. To have listed items more than once would have been confusing, and so they have been placed arbitrarily according to the arrangement that seems most logical. Cross references have not been made, because they would be too numerous for space available and too involved for convenient use.
 Items appearing in such departments as As the Editor Sees It, News Notes, and Comedy Cues are not listed in this volume index.

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